



PYP Curriculum Handbook



The IBO's Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right

SNIS Mission Statement

To nurture students into successful, responsible and ethical leaders who can brighten the world with compassion, curiosity and creative fire.

SNIS Vision Statement

Sharanya Narayani International School (SNIS) aims to develop students who think, inquire, act and reflect. Teaching and learning will stimulate analytical, logical, critical, creative, and reflective skills to help students become lifelong learners and responsible global citizens in an ever changing world. Our student-centered approach and secure, stress-free learning environment will contribute to a continuing sense of wonder and passion for the world around us.

Thinking School Philosophy Of Learning

What sets SNIS apart is the “Thinking School” philosophy that enables students to develop their thinking skills and teaches students how to analyse. SNIS focuses on teaching students “how to think” rather than “what to think.” SNIS encourages students from across the world to come together and exchange their views. Along with this, SNIS promises excellent facilities for all outdoor and indoor sports with professional training and a structured curriculum.

SNIS Curriculum Guide

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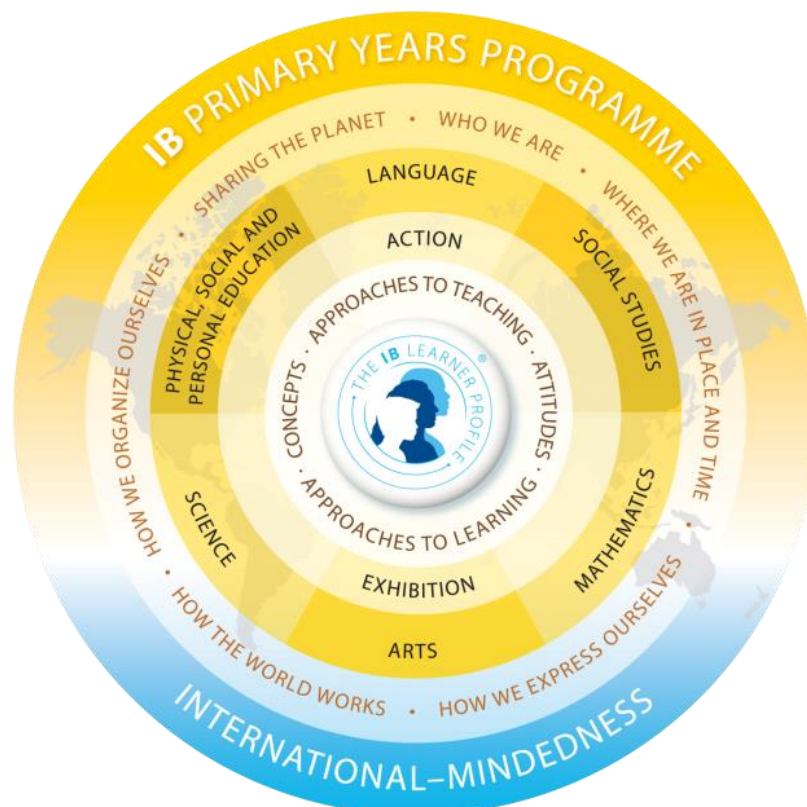
IB Primary Years Programme

Sharanya Narayani International School is authorized to offer the Primary Years Programme (PYP) of the International Baccalaureate Organization (IBO) which provides a comprehensive curriculum framework for teaching and learning in the primary years (Grades Kindergarten – 5), while insisting that students fully explore their home culture and language.

What is IB PYP?

The IB Primary Years Programme (PYP) is an international curriculum framework designed for children between the ages of 3 and 12 years. The program focuses on the total growth of the developing child, academically and holistically. The PYP Programme keeps transdisciplinary, inquiry-based and student-centred education with responsible action at its core and remains trusted, timeless and transformational.

Through the PYP, students experience learning that is engaging, significant, challenging and relevant as it spans between, across and beyond traditional subject boundaries. With new enhancements, the PYP framework emphasizes the central principle of agency that everyone connected to the school community has voice, choice and ownership to impact learning and teaching. (Source www.ibo.org)



The IB Learner Profiles

The PYP focuses on developing the child academically and holistically as an inquirer, both in and out of classrooms. In promoting this aim, the programme is devoted towards developing the attributes of the IB learner Profiles among its students.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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PYP Curriculum Framework

The PYP curriculum framework emphasizes the central principle of agency that is threaded throughout the three pillars of the curriculum: the learner, learning and teaching and the learning community. Augmenting the focus of the “written, taught, and assessed” curriculum with the human elements—the learner and the learning community—underlines that everyone connected to the school community has voice, choice and ownership to impact learning and teaching. These holistic components complement and reinforce each other to form a coherent whole. (www.ibo.org)

The SNIS curriculum has three main components; the written, the taught and the assessed curriculum



The Written Curriculum



The SNIS written curriculum is based upon the International Baccalaureate Organization's **PYP Scope and Sequence documents**. These documents present developmental continua of learning. They describe how learners progress as they gain mastery of skills, knowledge and concepts across all areas of the curriculum. They also recognize the fluid nature of learning; that is, that children seldom progress in a neat and well-sequenced manner through the phases of development. Teachers use these continuums to map student progress and plan engaging, relevant and differentiated learning experiences.

The Written Curriculum comprises these Elements of the PYP Framework

1. Knowledge

Powerful transdisciplinary themes, which mark the starting, point of student's inquiry. These themes are worth exploring regardless of where PYP students are in the world and with which ethnic or cultural group they identify. The transdisciplinary themes of global significance provide the context for schools to frame a whole-school programme of inquiry, which is a cornerstone of the PYP pedagogy and its flexible framework

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

2. Subjects

Supporting the exploration of the transdisciplinary themes in context are six subject knowledge areas: language; mathematics; science; social studies; arts; physical, social and personal education. Each subject has its Grade Level Expectations (Scope & Sequence), which provides a roadmap for subject-specific knowledge, teachers sequence subject knowledge based on its relevance to the theme or central idea under investigation.

- **Language:** Our language curriculum revolves around different types of texts. These texts are further defined into different stands: Listening and speaking, Reading,, Writing and Visual viewing & presenting

Text Types	Description
Communicating to Entertain	Communicating ideas creatively and imaginatively provokes emotional responses which hook and hold the attention of an audience
Communicating to Recount	A recount gives an audience an insight into experiences or events.
Communicating to Socialize	People communicate socially to form, maintain or enhance relationships.
Communicating to Inquire	People inquire through oral and written language to gather information and collect data.
Communicating to Describe	In communications that describes, information is systematically organized, and the language is detailed and precise.
Communicating to Persuade	People use persuasive language to influence the audience's opinion about a particular point of view.
Communicating to Explain	An explanation sets out the stages involved in a process in a sequential and logical order, and shows the relationship between the parts.
Communicating to Instruct	Instructions are used to guide behaviour or to tell how something is done.

- **Mathematics:** In the PYP programme, Mathematics is recognised as a means of constructing meaning of the world around us. It is viewed as a tool to support inquiry as well as a way of thinking. Within the PYP , the knowledge component of Maths is organised into five strands:

Data Handling	<p>Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.</p> <p>Data can be recorded, organised, represented and summarized in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion.</p>
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	Probability can be expressed qualitatively by using terms such as “unlikely”, “certain” or “impossible”. It can be expressed quantitatively on a numerical scale.
Measurement	To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.
Shape and Space	The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two and three-dimensional world.
Pattern and Function	To identify pattern is to begin to understand how Mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalised rules called “functions”. This builds a foundation for the later study of algebra.
Number	Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system.

- **Science:** Science viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationship between them.’ (IB PYP Science Scope and Sequence). Science involves people investigating the living, physical, material, and technological components of their environment and making sense of them in logical and creative ways. Within the PYP the knowledge component of Science is organised into four strands:

Living things	The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment
Earth and space	The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet
Material and matter	The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose
Forces and energy	The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines

- **Social Studies:** Social Studies is viewed by the PYP as the study of people and their place in a global society. Social Studies helps students develop their personal, family, ethnic and cultural identities, to make informed and reasoned decisions about their environment and the society in which they live, and to understand themselves and the action of others in relation to the past. Within the PYP the knowledge component of Social Studies is organised into five strands:

Human systems and economic activities	The study of how and why people construct organisations and systems; the ways in which people connect locally and globally; the distribution of power and authority
Social organisation and culture	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
Continuity and change through time	The study of relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
Human and natural environments	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
Resources and the environment	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

- **Personal and Social Education (PSE):** Personal and Social Education (PSE) in the PYP programme provides a curriculum through which the children can develop an understanding of how to “manage and communicate their feelings;

The knowledge components of PSE can be separated into two strands:

Identity	An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner’s concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others
Interactions	An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations

- **Physical Education (PE):** During PE at SNIS, students learn about physical movement through physical activity, learning to understand and appreciate their own physical strengths and weaknesses.

Within the PYP the knowledge component of P.E. is organized into the strand of active living

Active living	An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body’s response to exercise; the importance of developing basic motor skills; understanding and developing the body’s potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future
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- **The Arts:** The PYP considers Art as a form of expression, promoting imagination, creativity, an original thinking. It is a means to discover and understand the world, and to communicate and share, ideas. Visual Art, Music, Dance are identified as the Arts within the PYP.

Within the PYP, the knowledge component of Arts is organized into two strands:

Responding	The process of <i>responding</i> provides students with opportunities to respond to their own and other artists’ works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists’ works in context and from different perspectives in order to construct meaning and inform their own future works and processes.
Creating	The process of <i>creating</i> provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The <i>creating</i> strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

Please refer to the scope and sequence / Grade level expectations for more details about the subject outcomes from page 38 onwards

3. Concepts

Powerful ideas which have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding. The PYP has identified seven key concepts and multiple related concepts that have significance for both transdisciplinary and subject-specific learning. These broad concepts provide a structure to explore authentic content.

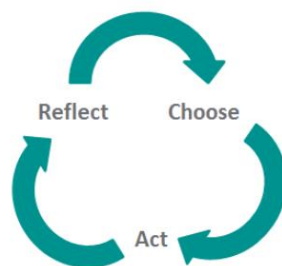
4. Approaches to Learning

Approaches to learning (ATL), earlier known as Skills, are an integral part of an IB education and complement the learner profile, knowledge, conceptual understanding and inquiry. Students need to demonstrate these skills to succeed in a changing, challenging world.

Categories	Sub-skills
Thinking skills	<ul style="list-style-type: none">▪ Critical-thinking skills (analysing and evaluating issues and ideas)▪ Creative-thinking skills (generating novel ideas and considering new perspectives)▪ Transfer skills (using skills and knowledge in multiple contexts)▪ Reflection/metacognitive skills ((re)considering the process of learning)
Research skills	<ul style="list-style-type: none">▪ Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)▪ Media-literacy skills (interacting with media to use and create ideas and information)▪ Ethical use of media/information (understanding and applying social and ethical technology)
Communication skills	<ul style="list-style-type: none">▪ Exchanging-information skills (listening, interpreting, speaking)▪ Literacy skills (reading, writing and using language to gather and communicate information)▪ ICT skills (using technology to gather, investigate and communicate information)
Social skills	<ul style="list-style-type: none">▪ Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)▪ Developing social-emotional intelligence
Self-management skills	<ul style="list-style-type: none">▪ Organization skills (managing time and tasks effectively)▪ States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

5. Action:

PYP's transdisciplinary themes offer students opportunities to transcend learning through authentic and meaningful action. These themes provide real-life contexts to evoke student-initiated action in response to their inquiries. In a PYP school where students have agency, action is a tangible demonstration of personal and collective understandings of the transdisciplinary themes to make a difference for positive change.



The Taught Curriculum

Units of Inquiry:

Teachers create units of inquiry based on the six themes, which have a particular subject focus. These units are taught using an inquiry process over a few weeks, or are ongoing throughout the year.

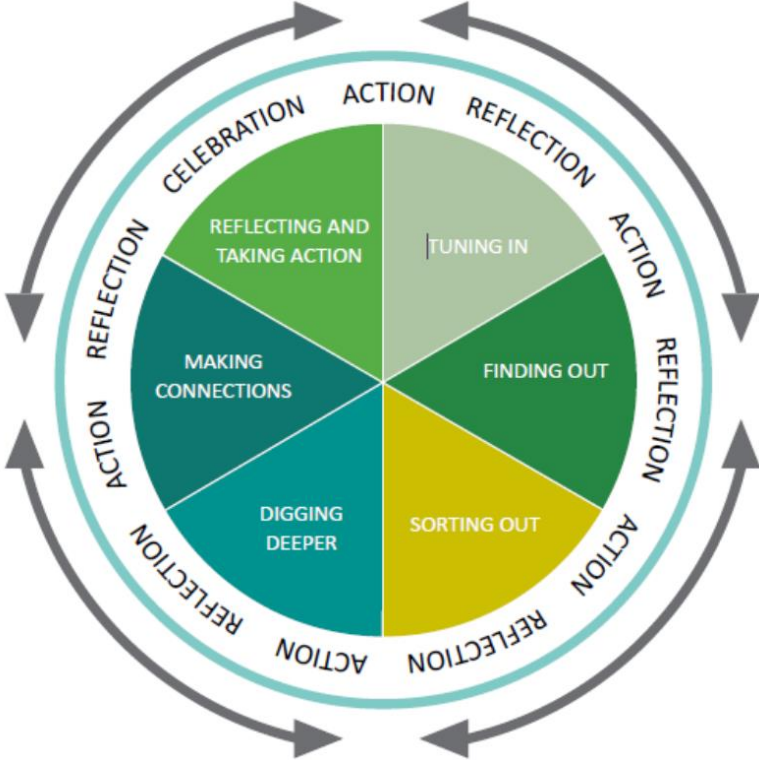
The Inquiry Process:

Connecting passion with intention, the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly. PYP teachers and students collaborate to plan for inquiry through a wide range of strategies, tools and practices that suit learning goals, reflect the learner profile, respond to students' interests and understandings, and the school's culture and context

Are curious and engage in learning	Are resourceful and resilient	Learn independently and collaborate with others	Pose and pursue open-ended questions	Use the learning community as a resource	Reflect on learning
Select materials to support investigations	Collect and analyse data as a result of inquiry questions	Inquiry students		Use observation as a vital tool in learning	Build, communicate, test, and adapt theories
Engage in critical and creative thinking	Develop skills for inquiry and research			Consider opportunities to develop learner profile attributes	Make deliberate links between knowledge discovered and conceptual understandings
Transfer understandings across contexts and subjects	Represent and share understandings in meaningful and significant ways	Seek new perspectives	Take action	See learning as joyful and learn with enthusiasm	Sustain love for lifelong learning.

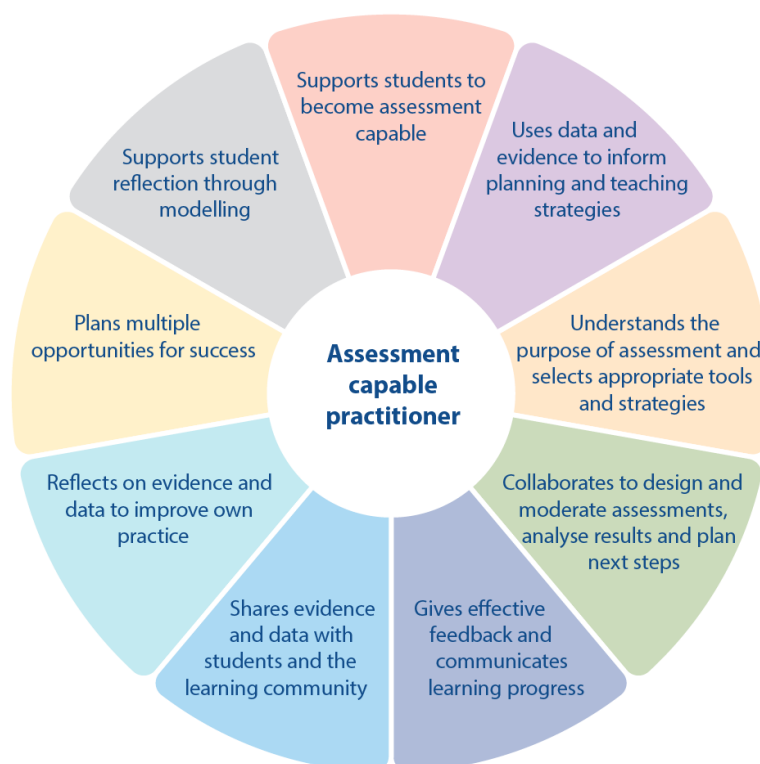
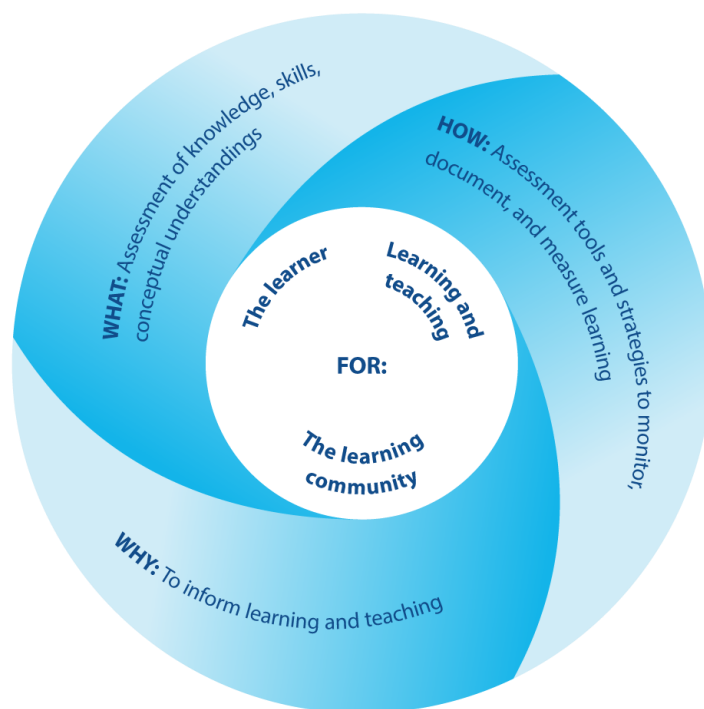
Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development	Support thinking and metacognition (thinking about thinking) with prompts and tools	Implement hands-on learning, recognizing that a child's hands, eyes and ears are infinite sources of discovery	Scaffold connected opportunities for the development of skills	Create flexible and engaging learning spaces that promote independence and collaboration	Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning
Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	Inquiry teachers		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations	Use real world contexts and primary experiences as significant activators of learning			Personalise learning by employing a range of strategies and flexible groupings	Understand the importance of collaborative learning and value the contributions of both individuals and groups
Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments	Support students to make deliberate connections within and between subjects	Consider materials, fieldtrips, learning engagements as stimuli for inquiry	Generate routines, questions, strategies and systems that can be transferred across a range of contexts	Monitor and document learning providing meaningful feedback throughout	Measure the products of learning against established success criteria

At SNIS, we use the following Model of Inquiry to support learning.



The Assessed Curriculum

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The development of knowledge, conceptual understandings and approaches to learning requires that both teachers and students demonstrate assessment capability



Four Dimensions of Assessment:

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

1. Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio; some examples of these are given below:

Observations:

Students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example focusing on the whole class) to close-up (for example focusing on one student, or activity), and from non-participant (observing from without) to participant (observing from within).

Performance Assessments:

These are goal-directed tasks with established criteria. They are meaningful and significant challenges and problems. In these tasks there are numerous approaches to the problem and rarely only one correct response. They are usually multi-modal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment. .

Process Focused Assessments:

Students are observed often and regularly and the observations are recorded by noting the typical as well as non-typical behaviors. Teachers use multiple observations and often use checklists, inventories and narrative descriptions.

Written or Oral Assessments

Students are given tasks to write or speak orally and teachers give feedback

Selected Responses:

These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Open-ended Tasks:

These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

2. Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Documenting tools used could be

- Rubrics or Checklists: This is an established set of criteria used for scoring or rating students' tests, portfolios or performances. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.
- Benchmarks: These are samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric.
- Continuums: This produces a single score, typically based on a 4 to 6 point scale. It is based on the overall impression of a sample of work, rated against established criteria.
- Anecdotal Records; Written feedback given to students to improve and reflect further

3. Measuring learning

The measuring of learning aims to capture what a student has learned at a particular "point in time". Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Measuring tools can be government or commercially available standardized tests to measure the students' performance. At SNIS, we aim not to use too many tests in PYP to measure the students output.

4. Reporting learning

Reporting on learning informs the learning community and reflects the question "How well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment, and therefore needs careful consideration in order to provide clear information that is useful to students and parents. If a school awards and communicates grades or other indicators of achievement, it should ensure that these processes are open, transparent and understood by all stakeholders.

Following are the ways to report at SNIS:

- Parent teacher conferences
- Student-led conferences
- Reports
- Portfolios

References:

- www.ibo.org
- Making the PYP happen 2011, Introduction to PYP scope and sequences , IB PYP language scope & sequence
- IB PYP Math scope & sequence, IB PYP Arts scope & sequence, IB PYP Personal, social and physical education scope and sequence, IB PYP Science scope and sequence, IB PYP Social studies scope and sequence

Program of Inquiry (Science, Social Studies, PSE & Trans-Disciplinary Curriculum)

			Nursery			
Themes	Who we Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self ; beliefs and values ; personal , physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture , beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them ; access to equal opportunities; peace and conflict resolution.
Central Idea	People in families function in different ways		Through play, we express our feelings and ideas and come to new understandings	The Earth's natural cycles influence the activity of living things		Animals and people interact in different ways in different contexts
Subject Strand	Social Studies: Social organisation and culture		Social Studies: Human Systems & Economic Activities	Science: Earth & Space		Science: Living things
Subject Integration	English, Social studies		Social studies, English, PSPE, Art	Science, Math		Science, Social Studies
Related Concepts	<ul style="list-style-type: none"> • Identity • Interdependence • Endurance, Safety 		<ul style="list-style-type: none"> • Play • Imagination, • Communication • Movement 	<ul style="list-style-type: none"> • Seasons • Weather • Adaptation 		<ul style="list-style-type: none"> • Classification, • Interdependence • Sustainability
Key Concept	<ul style="list-style-type: none"> • Form • Responsibility • Function 		<ul style="list-style-type: none"> • Function • Causation, • Perspective 	<ul style="list-style-type: none"> • Causation • Change • Form 		<ul style="list-style-type: none"> • Connection • Form • Responsibility

Lines of Inquiry	<ul style="list-style-type: none"> • Family members & their responsibility • Roles of family members • Types of families 		<ul style="list-style-type: none"> • Communicating through play • Imaginative use of materials • The role of toys in play 	<ul style="list-style-type: none"> • Earth's Natural Cycles • Patterns of behaviour in living things related to Earth's natural cycles • Types of routines people follow 		<ul style="list-style-type: none"> • The animal kingdom • The different roles animals play in peoples' lives • Taking care of animals
Learner Profile	<ul style="list-style-type: none"> • Caring • Communicator 		<ul style="list-style-type: none"> • Thinker • Principled 	<ul style="list-style-type: none"> • Knowledgeable • Balanced 		<ul style="list-style-type: none"> • Inquirer • Reflective
ATL	<ul style="list-style-type: none"> • Communication skills • Social skills 		<ul style="list-style-type: none"> • Social skills - Cooperating Resolving conflict • Self-management Skills - Safety Codes of behaviour 	<ul style="list-style-type: none"> • Thinking skills- Acquisition of knowledge Comprehension • Research skills- Observing Presenting research finding 		<ul style="list-style-type: none"> • Research skills Collecting data Recording data • Communication skills Viewing Presenting
Action	<ul style="list-style-type: none"> • Life style choices Takes responsibility for interactions and relationships with others) 		<ul style="list-style-type: none"> • Participation Makes appropriate choices and takes responsibility for personal learning and actions) 	<ul style="list-style-type: none"> • Advocacy Supports peers in the learning community) 		<ul style="list-style-type: none"> • Participation Works collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action)

Programme of Inquiry Key Concepts Mapping

Grades	Form	Function	Connection	Change	Causation	Perspective	Responsibility
K1	2	2	2	1	2	2	1
K2	3	3	3	2	2	2	3
Grade 1	3	3	3	2	3	2	2
Grade 2	2	3	3	3	3	2	2
Grade 3	3	2	2	3	3	2	3
Grade 4	2	2	3	3	3	3	2
Grade 5	3	3	2	2	3	2	3

Programme of Inquiry (Science, Social Studies, PSE & Trans-Disciplinary Curriculum)

			K 1			
Themes	Who we Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self ; beliefs and values ; personal, physical, mental, social and spiritual health ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture , beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	We are learning about who we are in relationship with others and environment		Stories inform and provoke us, and give us pleasure	All living things go through a process of change		Plants sustain life on Earth and play a role in our lives
Subject Strand	Science : Living things PSPE: Identity		Social Studies: Social organisation & culture	Science : Living things		Science : Living things
Subject Integration	PSPE, Arts Science, English		Arts, Dance, Social Studies, Language, Music	Arts, Science, PSE		Arts, Science, Math
Related Concepts	<ul style="list-style-type: none"> • Identity • Growth 		<ul style="list-style-type: none"> • Feelings • Emotions, 	<ul style="list-style-type: none"> • Growth • Life Cycle • Transformation 		<ul style="list-style-type: none"> • Interdependence, • appreciation
Key Concept	<ul style="list-style-type: none"> • Form • Perspective • Function 		<ul style="list-style-type: none"> • Connection • Function • Causation 	<ul style="list-style-type: none"> • Form • Change • Connection 		<ul style="list-style-type: none"> • Causation • Perspective • Responsibility

Lines of Inquiry	<ul style="list-style-type: none"> • My physical self • My potential • Effects of relationships on my self-awareness 		<ul style="list-style-type: none"> • Messages through stories • Ways stories are created and shared • Feelings and emotions that stories evoke 	<ul style="list-style-type: none"> • Patterns of growth • Changes in living things over their lifetime • Factors that influence life cycles 		<ul style="list-style-type: none"> • Caring for plants • Products we derive from plants • Contribution of plants on Earth
Learner Profile	<ul style="list-style-type: none"> • Principled • Balanced • Knowledgeable 		<ul style="list-style-type: none"> • Communicator • Inquirer 	<ul style="list-style-type: none"> • Risk taker • Thinker • Reflective 		<ul style="list-style-type: none"> • Caring • Open minded
ATL	<ul style="list-style-type: none"> • Social Skills Interpersonal relationships Social and emotional intelligence • Self-management skills Organization 		<ul style="list-style-type: none"> • Communication skills Listening Speaking • Thinking skills Critical Thinking 	<ul style="list-style-type: none"> • Thinking skills Critical Thinking Creative thinking • Research skills Information Literacy 		<ul style="list-style-type: none"> • Research skills Information Literacy • Self-management skills State of Mind
Action	<ul style="list-style-type: none"> • Participation Makes appropriate choices and takes responsibility for personal learning and actions • Lifestyle choices Takes responsibility for interactions and relationships with others 		<ul style="list-style-type: none"> • Participation Works collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action) • Advocacy Supports peers in the learning community 	<ul style="list-style-type: none"> • Participation Works collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action • Advocacy Supports peers in the learning community 		<ul style="list-style-type: none"> • Advocacy Shares ideas with others, for example, peers, school leadership, local or global community organizations

Programme of Inquiry (Science, Social Studies, PSE & Trans-Disciplinary Curriculum)

			K 2			
Themes	Who we Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	We all play a role in creating our community	Journeys create change and can lead to new opportunities	Finding beauty in the world around us can give us pleasure	Machine make our work more efficient	We organize ourselves in relational, systemic and functional ways	Living things have certain requirements in order to grow and stay healthy
Subject Strand	Social Studies: Social organisation and culture	Social Studies: Human Systems & economic activities	Social Studies & Language: Continuity & change through time	Science: Forces and energy	Social Studies: Human Systems & economic activities	Science : Living things
Subject Integration	Dance, Social Studies, English, PSPE	Arts, Social Studies, Math	Arts, Dance , English, Music	PSPE ,Science, Math	PSE ,Social studies, English	Arts, Science, Math
Related Concepts	<ul style="list-style-type: none"> • Communication • Negotiation 	<ul style="list-style-type: none"> • Time • Continuity • Heritage 	<ul style="list-style-type: none"> • Communications • Opinions • Imaginations 	<ul style="list-style-type: none"> • Efficiency • Levers and Screws • Force 	<ul style="list-style-type: none"> • Organisation • Relationships 	<ul style="list-style-type: none"> • Classification • Living & Non-living things
Key Concept	<ul style="list-style-type: none"> • Function • Connection • Responsibility 	<ul style="list-style-type: none"> • Causation • Perspective • Change 	<ul style="list-style-type: none"> • Form • Connection • Perspective 	<ul style="list-style-type: none"> • Form • Function • Connection 	<ul style="list-style-type: none"> • Responsibility • Causation • Change 	<ul style="list-style-type: none"> • Form • Function • Responsibility

Lines of Inquiry	<ul style="list-style-type: none"> • Different communities around us • Roles we take on within community • Children's right within community 	<ul style="list-style-type: none"> • Types of journeys and its effects on people • Choices and decisions involved in making a journey • Changes experienced because of a journey 	<ul style="list-style-type: none"> • Understanding beauty • Exploring our local environment • Representing our personal vision of beauty 	<ul style="list-style-type: none"> • Types of simple machine • The parts and purposes of machine • Ways machines help us 	<ul style="list-style-type: none"> • Essential agreements to contribute to shared well-being • Organization of our spaces • Organization of our time 	<ul style="list-style-type: none"> • Characteristics of living things • Our needs and the needs of other living things • Our responsibility for the well-being of other living things
Learner Profile	<ul style="list-style-type: none"> • Principled • Caring 	<ul style="list-style-type: none"> • Open-minded • Inquirer 	<ul style="list-style-type: none"> • Open-minded • Communicator 	<ul style="list-style-type: none"> • Risk taker • Thinker 	<ul style="list-style-type: none"> • Knowledgeable • Balanced 	<ul style="list-style-type: none"> • Caring • Reflective
ATL	<ul style="list-style-type: none"> • Communication Skills: listening speaking • Self-management Skills: organisation state of mind 	<ul style="list-style-type: none"> • Research Skills: Information Literacy Media literacy • Social Skills: Interpersonal relationships 	<ul style="list-style-type: none"> • Communication Skills: Exchanging Information • Thinking Skills: Critical Thinking 	<ul style="list-style-type: none"> • Thinking Skills: Critical Thinking • Research Skills: Data gathering and recording 	<ul style="list-style-type: none"> • Social Skills : Interpersonal Relationships Social and emotional Intelligence • Self-management skills: Organization State of mind 	<ul style="list-style-type: none"> • Thinking Skills: Creative Thinking • Social Skills: Interpersonal Relationships • Social and emotional Intelligence
Action	<ul style="list-style-type: none"> • Participation Makes appropriate choices and takes responsibility for personal learning and actions) 	<ul style="list-style-type: none"> • Advocacy Supports peers in the learning community) 	<ul style="list-style-type: none"> • Participation Works collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action • Life style choices Takes responsibility for interactions and relationships with others 	<ul style="list-style-type: none"> • Participation Contributes to discussions and learning experiences • Life style choice Engages in responsible and sustainable consumption) 	<ul style="list-style-type: none"> • Participation Gets involved in class, school and community projects) 	<ul style="list-style-type: none"> • Advocacy Takes on the role of student representative at class, school, local community level and beyond • Life style choices Engages in responsible and sustainable consumption)

Programme of Inquiry (Science, Social Studies, PSE & Trans-Disciplinary Curriculum)

			Grade 1			
Themes	Who we Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures ; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys ; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles ; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Relationships are developed by the way we communicate and interact with others	Homes reflect cultural influences and local conditions	Through the arts people use different forms of expression to convey their uniqueness as human beings	People apply their understanding of forces and energy to invent and create	Many products go through a process of change before they are consumed or used	People can make choices to support the sustainability of the Earth's resources.
Subject Strand	Social Studies: Social organisation and Culture	Social Studies: Social organisation and Culture	Social Studies: Social organisation and Culture	Science: Forces & Energy	Science: Living things, Matter and Material	Science: Earth & Space Social Studies: Resources & environment
Subject Integration	PSPE, Language, Dance	Language , Art, Social Studies	Art, Social Studies, Dance, Music, PSPE	Science, PE, PSE	Math, Social Studies, Science	Social Studies, Science, Language
Related Concepts	<ul style="list-style-type: none"> • Relationships • Communication • Interaction 	<ul style="list-style-type: none"> • Culture • Needs • Locality 	<ul style="list-style-type: none"> • Perception • Self-expression 	<ul style="list-style-type: none"> • Ingenuity • Technology • Energy & Forces 	<ul style="list-style-type: none"> • Component • Process • Choice 	<ul style="list-style-type: none"> • Lifestyle • Resource • Waste
Key Concept	<ul style="list-style-type: none"> • Causation • Responsibility • Perspective 	<ul style="list-style-type: none"> • Form • Connection • Causation 	<ul style="list-style-type: none"> • Function • Perspective • Connection 	<ul style="list-style-type: none"> • Form, • Causation • Function 	<ul style="list-style-type: none"> • Change, • Connection, • Responsibility 	<ul style="list-style-type: none"> • Form • Change • Function

Lines of Inquiry	<ul style="list-style-type: none"> The way we communicate and interact can affect relationships Maintaining positive relationships through actions and choices The importance of considering and respecting others 	<ul style="list-style-type: none"> Homes and its constituents Connection between home, family values and local cultures Factors that determine where people live 	<ul style="list-style-type: none"> The diverse ways in which people express themselves Expressing uniqueness through the arts The role of art in culture and society 	<ul style="list-style-type: none"> Inventions that impact people's lives Circumstances that lead to the creation of important inventions Inventions that involved forces and energy 	<ul style="list-style-type: none"> Changes products go through Distribution of products Choosing & using Products responsibly 	<ul style="list-style-type: none"> Earth's finite and infinite resources The impact of people's choices on the environment The balance between meeting human needs and the use of resources
Learner Profile	<ul style="list-style-type: none"> Caring Principled 	<ul style="list-style-type: none"> Open-minded Reflective 	<ul style="list-style-type: none"> Risk Takers Communicators 	<ul style="list-style-type: none"> Inquirers Thinkers 	<ul style="list-style-type: none"> Knowledgeable Communicators 	<ul style="list-style-type: none"> Knowledgeable Balanced
ATL	<ul style="list-style-type: none"> Communication skills : Listening Speaking Literacy Reading Social skills: Interpersonal relationships Social and emotional intelligence 	<ul style="list-style-type: none"> Self-Management skills: Uses time effectively and appropriately Brings necessary equipment and supplies to class Research skills: Information Literacy Formulating and planning Uses all senses to find and notice relevant details Records observations 	<ul style="list-style-type: none"> Communication skills: Interpreting Recognizes the meaning of kinaesthetic communication (body language) Is aware of cultural differences when providing and interpreting communication Thinking skills : Creative Thinking : Generating novel ideas Use discussions and diagrams to 	<ul style="list-style-type: none"> Research skills: Synthesizing and interpreting Evaluating and communicating Thinking skills Critical Thinking Analysing 	<ul style="list-style-type: none"> Thinking skills: Analysis Synthesis Research skills Planning Collecting data and Recording data 	<ul style="list-style-type: none"> Research skills: Data gathering and recording Evaluating and communicating Self-Management skills Organization Mindfulness

			generate new ideas and inquiries			
Action	<ul style="list-style-type: none"> • Participation Makes appropriate choices and takes responsibility for personal learning and action • Lifestyle choices Takes responsibility for interactions and relationships with others 	<ul style="list-style-type: none"> • Participation Contributes to discussions and learning experiences Raises awareness of opportunities for taking action with peers and/or family 	<ul style="list-style-type: none"> • Participation Contributes to discussions and learning experiences Raises awareness of opportunities for taking action with peers and/or family 	<ul style="list-style-type: none"> • Participation Reflects on the impact of personal choices on local and global environments Engages in responsible and sustainable consumption • Advocacy Shares ideas with others, for example, peers, school leadership, local or global community organizations 	<ul style="list-style-type: none"> • Lifestyles Choices Considers and acts on factors that contribute to personal, social and physical health and well-being Reflects on the impact of personal choices on local and global environments Engages in responsible and sustainable consumption 	<ul style="list-style-type: none"> • Advocacy Initiates, or becomes part of, a campaign for positive change • Lifestyle choices Reflects on the impact of personal choices on local and global environment Engages in responsible and sustainable consumption

Programme of Inquiry (Science, Social Studies, PSE & Trans-Disciplinary Curriculum)

			Grade 2			
Themes	Who we Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Choices of role models reflect the beliefs and values of individuals and societies	Our knowledge of space has changed over time.	People recognize important events through celebrations and traditions	Understanding the properties of air allows people to make practical applications	Signs and symbols are part of human-made systems that facilitate local and global communication	Human impact on habitats requires solutions for survival of living things
Subject Strand	Social Studies : Social organisation & culture	Science: Earth and Space Social Studies: Continuity & Change through time	Social Studies : Social organisation & culture	Science: Forces and Energy	Social Studies: Human Systems & economic activities	Science: Living Things Social Studies: Resources & Environment
Subject Integration	Language, Social studies, PSPE, Dance	Language, Science & Art, Math	Languages, & Art Dance & Music	Language, Science & PE	Language, Math, & Art, Dance, PE	Language, Science & Art
Related Concepts	• Identity	• Space	• Beliefs & Values	• Force	• Culture	• Cycles

	<ul style="list-style-type: none"> Opinion 	<ul style="list-style-type: none"> Solar system 	<ul style="list-style-type: none"> Cultures 	<ul style="list-style-type: none"> Energy 	<ul style="list-style-type: none"> Media Pattern 	<ul style="list-style-type: none"> Interconnectedness
Key Concept	<ul style="list-style-type: none"> Causation Perspective Change 	<ul style="list-style-type: none"> Causation Form Change 	<ul style="list-style-type: none"> Form Perspective Connection 	<ul style="list-style-type: none"> Causation Function Connection 	<ul style="list-style-type: none"> Function Connection Responsibility 	<ul style="list-style-type: none"> Function Change Responsibility
Lines of Inquiry	<ul style="list-style-type: none"> Causes behind our Beliefs and values Reasons to choose role models Influence of role models on our choices and actions 	<ul style="list-style-type: none"> Theories around space Our solar system Discoveries in space over time 	<ul style="list-style-type: none"> Traditions and their forms Reasons for celebrations Similarities and differences between various celebrations 	<ul style="list-style-type: none"> The evidence of the existence of air Functions and uses of air The relationship between air, light and sound 	<ul style="list-style-type: none"> Communication and facilitation through visual languages Specialized systems of communication Following and using signs and symbols responsibly 	<ul style="list-style-type: none"> Cycles of the natural world and their functions Impact on cycles by humans Solutions to ensure living things to thrive
Learner Profile	<ul style="list-style-type: none"> Principled Risk Takers 	<ul style="list-style-type: none"> Thinkers Knowledgeable 	<ul style="list-style-type: none"> Open Minded Caring 	<ul style="list-style-type: none"> Inquirer Knowledgeable 	<ul style="list-style-type: none"> Communicator Thinker 	<ul style="list-style-type: none"> Reflective Balanced
ATL	<ul style="list-style-type: none"> Research Skills: Formulating and Planning Synthesising and Interpreting Self-management Skills: Organization 	<ul style="list-style-type: none"> Thinking Skills: Critical Thinking Analysing Considers meaning of materials Creative Thinking Considering new perspectives Social Skills: Interpersonal relationships 	<ul style="list-style-type: none"> Communication skills: Interpreting Speaking Social skills: Interpersonal relationships 	<ul style="list-style-type: none"> Research skills: Information literacy Data gathering and recording Synthesizing and interpreting Self-Management skills: Organization 	<ul style="list-style-type: none"> Communication skills: Interpreting Speaking Thinking skills: Creative thinking 	<ul style="list-style-type: none"> Thinking skills: Critical thinking: analysing Communication Skills: Exchanging information Listening
Action	<ul style="list-style-type: none"> Social justice Explores issues of fairness from different perspectives 	<ul style="list-style-type: none"> Participation Works collaboratively with teachers and peers to plan, present, reflect upon, adjust 	<ul style="list-style-type: none"> Advocacy Shares ideas with others, for example, peers, school leadership, local or 	<ul style="list-style-type: none"> Participation Contributes to discussions and learning experiences 	<ul style="list-style-type: none"> Participation Makes appropriate choices and takes responsibility for personal learning and actions 	<ul style="list-style-type: none"> Lifestyle choice Engages in responsible and sustainable consumption

		and contribute to collective action	global community organizations			<ul style="list-style-type: none"> Reflects on the impact of personal choices on local and global environment
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Programme of Inquiry (Science, Social Studies, PSE & Trans-Disciplinary Curriculum)

			Grade 3			
Themes	Who we Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity ; our appreciation of the aesthetic .	An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution .
Central Idea	The choices people make affect their health and well-being.	The Earth's physical geography has an impact on human interactions and settlements	Imagination is a powerful tool for extending our ability to think, create and express ourselves	Energy can be converted, transformed and used to support human progress	Technology impacts on the world of work and leisure	Finding peaceful solutions to conflict leads to a better quality of human life
Subject Strand	Science : Living things	Science : Earth and Space Social Studies: Resources & Environment	Social Studies: Continuity & change through time	Science: Forces and Energy Social Studies: Resources & Environment	Science: Forces and Energy	Social Studies: Human System and economic activities
Subject Integration	Language, Math, Science, P.E	English, Social studies and Science, Music	English, Art, Language, Music, Dance	Language. Math, Science, PE	Math, Science, PSE	English, Social studies, Math, Music
Related Concepts	<ul style="list-style-type: none"> Choice 	<ul style="list-style-type: none"> Geography 	<ul style="list-style-type: none"> Empathy 	<ul style="list-style-type: none"> Conservation 	<ul style="list-style-type: none"> Communication, 	<ul style="list-style-type: none"> Conflict

	<ul style="list-style-type: none"> • Influence • Health & Diseases 	<ul style="list-style-type: none"> • Settlement, • Modification 	<ul style="list-style-type: none"> • Inventions, • Transformation 	<ul style="list-style-type: none"> • Transformation 	<ul style="list-style-type: none"> • Systems • Ethics 	<ul style="list-style-type: none"> • Diversity, • Justice
Key Concept	<ul style="list-style-type: none"> • Perspective • Change • Function 	<ul style="list-style-type: none"> • Form • Connection • Causation 	<ul style="list-style-type: none"> • Causation • Perspective • Function 	<ul style="list-style-type: none"> • Form • Change • Responsibility 	<ul style="list-style-type: none"> • Connection • Change • Responsibility 	<ul style="list-style-type: none"> • Form • Causation • Responsibility
Lines of Inquiry	<ul style="list-style-type: none"> • Ways to keep a balanced lifestyle • Effects of choices on our health • Different sources of information that help us make choices. 	<ul style="list-style-type: none"> • Variability of physical geography around the world • The relationship between location and settlement • Impact of human interaction on the physical environment 	<ul style="list-style-type: none"> • Demonstrating and enjoying our imagination through creativity. • Considering others perspectives • Imagination helps us to solve problems. 	<ul style="list-style-type: none"> • Different forms of energy sources (renewable and non-renewable) • Transformation of energy for everyday use • Sustainable energy practices 	<ul style="list-style-type: none"> • Technology and inventions of the home, workplace and leisure activities • Circumstances that lead to the development of important inventions and their impact • Supports/impacts of technology on sustainability 	<ul style="list-style-type: none"> • Types of conflict • Causes of conflict • Conflict resolution, management and working peacefully
Learner Profile	<ul style="list-style-type: none"> • Inquirers • Balanced 	<ul style="list-style-type: none"> • Thinkers • Knowledgeable 	<ul style="list-style-type: none"> • Communicators • Open-minded 	<ul style="list-style-type: none"> • Caring • Reflective 	<ul style="list-style-type: none"> • Thinkers • Risk takers 	<ul style="list-style-type: none"> • Principled • Reflective
ATL	<ul style="list-style-type: none"> • Research Skills: Media- literacy (interacting with media to use and create ideas and information) • Communication skills: listening, interpreting, speaking • Self- Management skills: 	<ul style="list-style-type: none"> • Research skills: Data gathering, recording Formulating and planning Synthesizing and interpreting • Thinking skills: Generating novel ideas Information Transfer 	<ul style="list-style-type: none"> • Thinking skills: Critical thinking Analysing. • Communication skills: Listening, interpreting ng, speaking 	<ul style="list-style-type: none"> • Thinking skills: Creative thinking: Considering new perspectives Analysing, Forming decisions • Research Skills: Data Gathering Recording Data 	<ul style="list-style-type: none"> • Research skills: Data gathering and recording. Synthesizing and interpreting • Communication skills: ICT skills 	<ul style="list-style-type: none"> • Communication Skills: Literacy Skills • Social skills: Cooperating, Resolving • Self-Management Skills Mindfulness.

	managing time and task effectively					
Action	<ul style="list-style-type: none"> • Lifestyle choices Takes responsibility for interactions and relationships with others Reflects on the impact of personal choices on local and global environments 	<ul style="list-style-type: none"> • Participation Makes appropriate choices and takes responsibility for personal learning and actions 	<ul style="list-style-type: none"> • Participation Contributes to discussions and learning experiences 	<ul style="list-style-type: none"> • Advocacy Shares ideas with others, for example, peers, school leadership, local or global community organizations. Takes on the role of student representative at class, school, local community level and beyond 	<ul style="list-style-type: none"> • Social Justice Explores issues of fairness from different perspectives Is aware of, and inquires further into, challenges and opportunities in the local and global community 	<ul style="list-style-type: none"> • Participation Is aware of democratic processes and taking part in decision-making

Programme of Inquiry (Science, Social Studies, PSE & Trans-Disciplinary Curriculum)

			Grade 4			
Themes	Who we Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	Discovering the similarities of our beliefs and values leads to a greater understanding and appreciation for one another	Influences of past civilizations impact our world today	The media can influence our thinking and behaviour	Human survival is connected to understanding the continual changing nature of the earth	Economic activity relies on systems of production, exchange and consumption of goods and services	Biodiversity relies on maintaining the interdependent balance of organisms within systems
Subject Strand	Social Studies : Social organisation & culture	Social Studies: Continuity & change through times	Social Studies: Social Organisation & Culture	Science : Earth and Space Social Studies: Resource & Environment	Social Studies: Human System and economic activities	Science : Living things Social Studies: Resource & Environment

Subject Integration	Languages, PSE, Social Science, Art, Music, Dance	Language ,Social Science, PSPE, Art , Math , Dance	Art, Language , PSPE, Music	Language, Social studies, Science, Art, Math, PSE	Math ,Art, Language PSE	Language, Art, Social Science
Related Concepts	<ul style="list-style-type: none"> • Diversity • Perception • Commitment 	<ul style="list-style-type: none"> • Progress • Discovery • Exploration • Innovation 	<ul style="list-style-type: none"> • Interpretation • Communication • Images • Messages 	<ul style="list-style-type: none"> • Erosion • Geology • Tectonic plates • Movement 	<ul style="list-style-type: none"> • Choice • Consequences, • Consumerism • Trade 	<ul style="list-style-type: none"> • Interdependence • Consequences • Adaptation • Organisms
Key Concept	<ul style="list-style-type: none"> • Connection • Perspective • Causation 	<ul style="list-style-type: none"> • Form • Change • Perspective 	<ul style="list-style-type: none"> • Function • Perspective • Causation 	<ul style="list-style-type: none"> • Form • Change • Causation 	<ul style="list-style-type: none"> • Connection • Function • Responsibility 	<ul style="list-style-type: none"> • Connection • Change • Responsibility
Lines of Inquiry	<ul style="list-style-type: none"> • Similarities and differences between belief systems • Contribution of beliefs and values in the community • Impact of spiritual traditions on society 	<ul style="list-style-type: none"> • Characteristics of civilization • Connections between past and present • Implications for the future 	<ul style="list-style-type: none"> • Types of media and their function • Perceptions create opinions • Impact of media on us 	<ul style="list-style-type: none"> • Different components of earth • Continues changing nature of the Earth & its reasons • Human response to the Earth's changes. 	<ul style="list-style-type: none"> • The role of supply and demand • Distribution of goods and services • Our responsibility as consumer 	<ul style="list-style-type: none"> • Ways in which ecosystems, biomes and environments are interdependent • Human interactions and its effects on the balance of systems • Our responsibility towards our ecosystem
Learner Profile	<ul style="list-style-type: none"> • Principled • Open-minded 	<ul style="list-style-type: none"> • Inquirer • Communicator 	<ul style="list-style-type: none"> • Thinker • Communicator 	<ul style="list-style-type: none"> • Knowledgeable • Balanced 	<ul style="list-style-type: none"> • Risk taker • Reflective 	<ul style="list-style-type: none"> • Caring • Reflective
ATL	<ul style="list-style-type: none"> • Thinking Skills: Critical Thinking Reflection and Metacognition • Self-management Skills: State Of Mind Mindfulness 	<ul style="list-style-type: none"> • Research Skills: Data gathering and recording Evaluating and Communicating • Communication Skills: Interpreting 	<ul style="list-style-type: none"> • Thinking Skills: Creative Thinking Information Transfer • Communication Skills: Exchanging Information 	<ul style="list-style-type: none"> • Research Skills Formulating and planning Synthesizing and interpreting • Self-Management Skills: Organization Perseverance 	<ul style="list-style-type: none"> • Social Skills: Interpersonal Relationships - Consensus and negotiation Social and Emotional Intelligence - Learning group 	<ul style="list-style-type: none"> • Social skills: Self-management Skills Organization & State of mind • Research Skills: Information Literacy

		Speaking	Use of ICT		<ul style="list-style-type: none"> • Thinking Skills: Critical Thinking: Analysing Evaluating Creative Thinking: Generating new Ideas, new prospects 	
Action	<ul style="list-style-type: none"> • Participation Raises awareness of opportunities for taking action with peers and/or family 	<ul style="list-style-type: none"> • Participation Works collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action 	<ul style="list-style-type: none"> • Social justice Challenges assumptions and generalizations 	<ul style="list-style-type: none"> • Advocacy Initiates, or becomes part of, a campaign for positive change 	<ul style="list-style-type: none"> • Social entrepreneurship Designs, plans and develops models and solutions to address identified issues 	<ul style="list-style-type: none"> • Lifestyle choices Reflects on the impact of personal choices on local and global environments

Programme of Inquiry (Science, Social Studies, PSE & Trans-Disciplinary Curriculum)

			Grade 5			
Themes	Who we Are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
			<p>This is the Proposed Theme for PYP Exhibition. Certain details will change later and will be co-constructed with the students.</p>			

Central Idea	The effective interactions between human body systems contribute to health and survival.	Human migration is a response to challenges, risks and opportunities.	The way leaders express and influence people impacts the society	Natural materials can undergo changes that may provide challenges and benefits for society and the environment	Government systems influence the lives of citizens	Children worldwide encounter a range of challenges, risks and opportunities
Subject Strand	Science: Living things:	Social Studies: Human & natural environment	Social Studies : Social organisation & culture	Science : Matter and Material Social Studies: Resources & environment	Social Studies: Human System & Economic activities	Social Studies: Social Organisation & Culture
Subject Integration	Art , PE, Math, Science Language , PSPE	Dance, Music, Math, Language, PSE, Art	Language, Math, PSE, Dance, Art, Music	Math, Language, Science	Language, Social Studies, PSE	Art, English, Math, Dance, Music, PSE
Related Concepts	<ul style="list-style-type: none"> • Interdependence • Homeostasis • Health 	<ul style="list-style-type: none"> • Population • Settlement • Diversity • Refugee 	<ul style="list-style-type: none"> • Stereotype • Individuality • Identity • Leadership 	<ul style="list-style-type: none"> • Sustainability • Transformation • Industrialization 	<ul style="list-style-type: none"> • Equality • Citizenship • Governance & Law • Politics 	<ul style="list-style-type: none"> • Equality • Rights • Resilience • Health
Key Concept	<ul style="list-style-type: none"> • Function • Connection • Responsibility 	<ul style="list-style-type: none"> • Causation • Change • Connection 	<ul style="list-style-type: none"> • Form • Perspective • Causation 	<ul style="list-style-type: none"> • Form • Change • Responsibility 	<ul style="list-style-type: none"> • Function • Causation • Responsibility 	<ul style="list-style-type: none"> • Form • Perspective • Function
Lines of Inquiry	<ul style="list-style-type: none"> • Functions of Body systems • Interdependence of body systems • Impact of lifestyle choices on the body 	<ul style="list-style-type: none"> • Reasons for migration • Migration throughout history • Effects of migration on communities, cultures and individuals 	<ul style="list-style-type: none"> • Famous world leaders and their roles • Qualities of leadership • Ways leaders have impacted societies 	<ul style="list-style-type: none"> • Classification and properties of materials • Conditions that cause reversible and irreversible changes in materials • The impact of retrieval, production and the use of materials 	<ul style="list-style-type: none"> • Functions of government systems • Impact of government on citizens • The rights and responsibilities of citizenship 	<ul style="list-style-type: none"> • Challenges, risks and opportunities that children encounter (local and global) • Children’s response to challenges, risks and opportunities • Ways in which individuals and organizations work to protect children from risk
Learner Profile	<ul style="list-style-type: none"> • Caring • Balanced 	<ul style="list-style-type: none"> • Communicator • Reflective 	<ul style="list-style-type: none"> • Communicator • Open-minded 	<ul style="list-style-type: none"> • Knowledgeable • Risk-taker 	<ul style="list-style-type: none"> • Principled • Reflective 	<ul style="list-style-type: none"> • Caring • Thinker

ATL	<ul style="list-style-type: none"> • Research skills: Information literacy: Formulating and Planning Synthesizing and Interpreting • Self-Management skills: Organization State of Mind 	<ul style="list-style-type: none"> • Research Skills: Information Literacy Media Literacy • Communication skills: Exchanging Information Speaking and Literacy 	<ul style="list-style-type: none"> • Communication skills: • Exchanging Information: Listening, Speaking • Self-management skills: Organization State of mind 	<ul style="list-style-type: none"> • Research Skills: Formulating and Planning Data Gathering and Recording • Thinking skills: Critical Thinking: Organise relevant information to formulate an argument • Creative Thinking Ask what if questions and generate testable hypothesis 	<ul style="list-style-type: none"> • Self-management Skills: Organization • Social Skills: Interpersonal Relationships 	<ul style="list-style-type: none"> • Thinking Skills: Creative Thinking Information Transfer • Social Skills: Interpersonal Relationships Social and Emotional Intelligence
Action	<ul style="list-style-type: none"> • Lifestyle Choices Considers and acts on factors that contribute to personal, social and physical health and well-being Takes responsibility for interactions and relationships with others 	<ul style="list-style-type: none"> • Social Justice Reflects on the ethical consequences of potential decisions and actions 	<ul style="list-style-type: none"> • Social Justice Explores issues of fairness from different perspectives. Reflects on experiences involving positive social change 	<ul style="list-style-type: none"> • Participation Contributes to discussions and learning experiences Raises awareness of opportunities for taking action with peers and/or family 	<ul style="list-style-type: none"> • Participation Is aware of democratic processes and taking part in decision-making 	<ul style="list-style-type: none"> • Social Justice Is aware of, and inquires further into, challenges and opportunities in the local and global community • Participation Works collaboratively with teachers and peers to plan, present, reflect upon, adjust and contribute to collective action

Subject Specific Scope and Sequence

English

Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Oral Listening & Speaking	<ul style="list-style-type: none"> • Uses gestures, actions, body language and/or words to communicate needs and to express ideas • Names classmates, teachers and familiar classroom and playground objects • Interacts with peers and adults in familiar social settings • Joins in with poems, rhymes, songs and repeated phrases in shared book 	<ul style="list-style-type: none"> • Listens and responds to picture books demonstrating their understanding • Interacts effectively with peers and adults • Tells their own stories • Understands and responds to simple questions • Realizes that people speak different languages • Memorizing and singing rhymes and songs with peers 	<ul style="list-style-type: none"> • Understands and Responds orally, written or in visual form • Follows and understands instructions • Describes personal experiences and make connections • Distinguishes beginning, medial and ending sounds • Uses rules of grammar while speaking • Researches and responds to inquiries 	<ul style="list-style-type: none"> • Follows classroom instructions, showing understanding • Obtains simple information from accessible spoken texts • Follows two-step directions • Interacts effectively with peers • Speaks clearly with confidence and awareness • Shows an awareness of grammar • Explores the sounds and 	<ul style="list-style-type: none"> • Gives oral explanations • Listens carefully in discussions, contributing relevant comments and questions • Uses a range of specific vocabulary to suit different purposes. • Begins to paraphrase and summarize • Uses language to address their needs, express feelings and opinions 	<ul style="list-style-type: none"> • Uses language for a variety of personal purposes • Speaks with accuracy • Listens to a variety of oral presentations including stories, and responds with increasing confidence and detail • Listens attentively and speaks appropriately in small and large group interactions • Expresses thoughts, ideas and opinions and 	<ul style="list-style-type: none"> • Uses language to explain, inquire and compare. • Understands that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations • Organizes thoughts and feelings before speaking in discussions, conversations, debates and individual and 	<ul style="list-style-type: none"> • Reflects on communication to monitor and assess their own learning • Shows open-minded attitudes when listening to other points of view • Paraphrases and summarizes when communicating orally • Appreciates that people speak and respond according to

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> • Draws straight lines and sleeping lines • Uses the mother tongue (with translations) to express needs and ideas 	<ul style="list-style-type: none"> • Follows classroom instructions • Describes and shares personal experiences • Distinguishes beginning, medial and ending sounds of words • Talks about the stories, writing, pictures and models they have created • Initiates conversation with others • Extends vocabulary and uses vocabulary and forms of speech that are increasingly influenced by their experience of books • Hears and says the initial sound in words and knows which letters represent some of the sounds 	<ul style="list-style-type: none"> • Talks about self-made stories, writing, picture and models • Begins to communicate in multiple languages • Uses language for a range of purpose • Makes pattern through sequencing, ordering and grouping • Predicts and retells a story • Talks about what they intend to write • Understands and expresses ideas in group • Listens purposefully and responds appropriately 	<ul style="list-style-type: none"> meanings of new words • Asks questions to gain information • Follows correct punctuation rules while reading • Indicates the chronological order of events • Expresses thoughts, ideas and opinions • Recites short poems • Listens and responds to picture books demonstrating their understanding • Retells familiar stories 	<ul style="list-style-type: none"> • Uses oral language to communicate during classroom activities, conversations and imaginative play • Listens and responds in small or large groups for increasing periods of time • Describes personal experience • Participates in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems • Recognizes patterns in language(s) of instruction and uses increasingly 	<ul style="list-style-type: none"> discusses them, respecting contributions from others • Uses a range of vocabulary • Begins to paraphrase and summarize • Realizes that grammatical structures can be irregular and begins to use them appropriately and consistently • Recognizes that different forms of grammar are used in different contexts • Recognizes patterns in language(s) of instruction and use increasingly accurate grammar • Understands and uses specific vocabulary to suit different purposes 	<ul style="list-style-type: none"> group presentations • Explains and discusses their own writing with peers and adults • Begins to paraphrase and summarize – Organizes thoughts and feelings before speaking • Performs role play on different situations • Listens appreciatively and responsively presenting their own point of view and respecting the views of others • Participates appropriately as listener and speaker, in 	<ul style="list-style-type: none"> personal and cultural perspective • Explains and discusses their own writing with peers and adults • Uses standard grammatical structures competently in appropriate situations • Generates, develops and modifies ideas and opinions through discussion • Listens and responds appropriately to instructions, questions and explanations • Uses oral language to formulate and communicate

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<p>accurate grammar</p> <ul style="list-style-type: none"> • Listens to instructions and follows how to use the materials given • Participates & listens to others opinions during grouping and class discussion • Uses grammatical rules of the language(s) of instruction (learners may over generalize at this stage). • Obtains simple information from accessible spoken text • Predicts likely outcomes when listening to texts read aloud • Tells stories in logical sequence 	<ul style="list-style-type: none"> • Uses language to explain, inquire and compare • Asks questions to gain information and respond to inquiries directed to themselves or to the class • Listens attentively and speak appropriately in small and large group interactions 	<p>discussions, conversations, debates and group presentations</p> <ul style="list-style-type: none"> • Uses an increasing vocabulary and more complex sentence structures with a high level of specificity • Argues persuasively and justify a point of view • Uses speech responsibly to inform, entertain and influence others • Uses register, tone, voice level and intonation to enhance meaning • Presents jingles in advertisements by using 	<p>possibilities and theories</p> <ul style="list-style-type: none"> • Participates appropriately as listener and speaker, in discussions, conversations, debates and group presentations • Uses speech responsibly to inform, entertain and influence others • Uses and registers tone, voice level and intonation to enhance meaning • Engages in group discussions, argue persuasively and justify a point of view by enhancing

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<ul style="list-style-type: none"> • Talks about chronological order in events 		<p>registered tone and voice levels appropriately and purposefully</p> <ul style="list-style-type: none"> • Uses oral language to appropriately, confidently and with increasing accuracy • Identifies and expand on main ideas in familiar oral texts • Listens for a specific purpose in a variety of situations – eg., to write a story • Uses a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context 	<p>their art of questioning</p> <ul style="list-style-type: none"> • Modulates voice, maintains eye contact and uses expression while reading and speaking • Engages in public speaking and answers in an articulate manner with proper pronunciation and annunciation • Listens to things attentively, appreciatively and responsively, presenting their own point of view and respecting the views of others • Uses oral language appropriately,

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
							<ul style="list-style-type: none"> • Appreciates that language is not always Used literally; Understands and Uses the figurative language of their own culture • Listens reflectively to stories Reads aloud in order to Identifies story structures and ideas • Uses standard grammatical structures competently in appropriate situations • Recognizes that different forms of grammar are Used in different contexts • Verbalize their thinking and 	<p>confidently and with increasing accuracy</p> <ul style="list-style-type: none"> • Realizes that grammatical structures can be irregular and begins to use them appropriately and consistently • Understands and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
							explains their reasoning.	
Reading	<ul style="list-style-type: none"> Recognizes jolly phonics rhymes Recognizes the sounds of 26 letters (A to Z) Enjoys listening to stories Participates in shared reading, joining in with simple rhymes Makes connections to their own experience about pictures. Makes connections of the Jolly Phonics rhymes with the sound 	<ul style="list-style-type: none"> Chooses and “reads” picture books for pleasure Shows curiosity and asks questions about pictures or text Listens attentively and respond to stories read aloud Participates in shared reading, joining in with rhymes, refrains and repeated text Begins to discriminate between symbols, numbers, letters and words Distinguishes between pictures and written text 	<ul style="list-style-type: none"> Selects and reads favourite texts Participates in guided reading Makes connection through stories Understands sound-symbol relationships Recognizes high frequency words, characters and symbols Participates in read aloud sessions and reciting poems Knows and finds information from a book and computer Explore and experiment with sounds, words and texts 	<ul style="list-style-type: none"> Reads and understands the meaning of self-selected and teacher-selected texts Participates in shared and guided reading Shows curiosity and asks questions Begins to discriminate between symbols, numbers, letters and words Makes a collection of personal interest or significant words to topics Begins to recognize and use the different parts of a book Reads nonfiction and 	<ul style="list-style-type: none"> Reads and understands familiar print from the immediate environment, for example, signs, advertisements , logos, ICT iconography Identifies and explains the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements Reads a variety of descriptive texts to understand the organizational structure of the text Reads to skim and scan to find specific 	<ul style="list-style-type: none"> Appreciates that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories Understands that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome Understands and responds to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters Discusses personality and behavior of people commenting on 	<ul style="list-style-type: none"> Distinguishes between fact and opinion, and reach their own conclusions about what represents valid information Reads by skimming and scanning to find information Locates and uses reference books to find information Recognizes the authors purpose to inform through news and advertisements Appreciates that writers plan and structure their stories to achieve particular effects Identifies features that can be replicated 	<ul style="list-style-type: none"> Appreciates authors’ use of language and interpret meaning beyond the literal Identifies and describes elements of a story—plot, setting, characters, theme—and explains how they contribute to its effectiveness Understands that authors use words and literary devices to evoke mental images Recognizes and understands figurative language

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<ul style="list-style-type: none"> • Reads letters that represent each sound • Identifies initial, sound 	<ul style="list-style-type: none"> • Read simple sentences independently with proper punctuation • Explains the basic structure of a story • Learns new words from their reading • Identifies and uses nouns, adjectives and verbs • Identifies parts of book 	<ul style="list-style-type: none"> descriptive texts • Reads short stories with comprehension • Reads and answers simple questions • Participates in learning engagements involving reading aloud • Listens attentively and responds to stories read aloud • Joins in with poems, songs, word games and clapping games • Uses a variety of cues when reading (knowledge of story and context) • Makes predictions • Reads and understands 	<ul style="list-style-type: none"> information quickly • Begins to recognize author's purpose (to describe) • Listens attentively and responds actively to read-aloud situations; make predictions, anticipate possible outcomes • Makes connections between personal experience and storybook characters • Discusses personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways 	<ul style="list-style-type: none"> reasons why they might react in particular ways • Distinguishes between fiction and nonfiction and selects books appropriate to specific purposes • Makes predictions about a story, based on their own knowledge and experience; revises or confirms predictions as the story progresses • Participates in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • Wonders about and ask questions to try to understand 	<ul style="list-style-type: none"> when planning their own stories • Discusses their own experiences and relate them to fiction and non-fiction texts • Understands that stories have a plot; Identifies the main idea; discuss and outline the sequence of events leading to the final outcome • Makes predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • Reads a wide range of texts confidently, independently and with understanding 	<ul style="list-style-type: none"> • Is aware that poems are open to range of interpretations and uses specific vocabulary to comment on and analyse poetry • Works in cooperative groups to locate and select texts appropriate to purpose and audience • Consistently and confidently uses a range of resources to find information and support their inquiries • Uses the internet responsibly and knowledgeably, appreciating its uses and limitations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				familiar print from the immediate environment	<ul style="list-style-type: none"> • Makes predictions about a story, based on their own knowledge and experience; revise or confirm predictions of the story progresses • Participates in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • Reads variety of instructional text • Identifies the key features of the instruction text e.g. aim, materials needed, written instructions supported by diagrams, 	<ul style="list-style-type: none"> • what the author is saying to the reader • Listens to different stories • Learns new words and expands the range of their vocabulary • Reads biographies of people in different language • Reads explanatory texts • Comprehends texts • Summarizes explanatory texts • Begins to understand that texts may be interpreted differently by different people • Reads texts at an appropriate level, independently, confidently 	<ul style="list-style-type: none"> • Reads a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • Identifies genre (including fantasy, biography, science fiction, mystery, historical novel) and Explains elements and literary forms that are associated with different genres • Uses a range of strategies to solve comprehension problems and deepen their understanding of a text • Recognizes the author's purpose, for example, to inform, entertain, persuade, instruct 	<ul style="list-style-type: none"> • Generates new question after reading and connects these to prior knowledge • Independently selects appropriate reading strategies to identify genres • Reads and comprehends text • Maintains a reading log • Understands that the internet must be used with the approval and supervision of a parent or teacher. • Accesses information from a variety of texts both in print and

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<p>instructions are numbered or sequential and the language features</p> <ul style="list-style-type: none"> Analyses language features used in an instructional text Reads a variety of non-fictional text to find information Uses different reading strategies Listens attentively to the other groups to analyse the information presented by the groups after the research For example, when listening to familiar stories, notices when the reader leaves 	<p>and with good understanding</p> <ul style="list-style-type: none"> Reads a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals Recognizes and use the different parts of a book, for example, title page, contents, index Discusses their own experiences and relate them to fiction and non-fiction texts Develops personal preferences, selecting books for pleasure and information Works cooperatively with others to access, read, interpret, and evaluate a range of source materials 	<ul style="list-style-type: none"> Identifies relevant, reliable and useful information and decide on appropriate ways to uses it Uses reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility Works cooperatively with others to access, read, interpret, and evaluate a range of source materials in an inquiry process Understands that the internet must be used with the approval and supervision of a parent or teacher; Reads, Understands and sign the 	<p>online, for example, newspapers, magazines, journals, comics, graphic books, e books, blogs, wikis</p> <ul style="list-style-type: none"> Participates in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view Knows when and how to use the internet and multimedia resources for research Uses reference books, dictionaries, and computer and web-based applications with increasing independence

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<p>out or changes parts</p> <ul style="list-style-type: none"> • Participates in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories • Understands sound–symbol relationships and recognize familiar sounds/symbols/words of the language community • Has a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, 	<ul style="list-style-type: none"> • Knows when and how to use the internet and multimedia resources for research • Discusses their own experiences and relates them to fiction and non-fiction texts • Uses different reading strategies to comprehend texts 	<p>school’s cyber-safety policy</p> <ul style="list-style-type: none"> • Accesses information from a variety of texts both in print and online, for example, newspapers, magazines, journals, eBooks, blogs and wikis • Realizes that there is a difference between fiction and non-fiction and Uses books for particular purposes with teacher guidance • Recognizes an increasing bank of high frequency and high interest words, characters or symbols • Makes inferences and be able to justify them 	<p>and responsibility</p> <ul style="list-style-type: none"> • Participates in guided reading situations, observing and applying reading behaviors and interacts effectively with the group

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					spacing, punctuation <ul style="list-style-type: none"> • Participates in shared reading, posing and responding to questions and joining in the refrains • Identifies a speaker in a dialogue • Identifies a character in a story 		<ul style="list-style-type: none"> • Understands and responds to ideas, feelings and attitudes expressed in various texts showing empathy for characters - literature (fable, tale, myth, legend, diary, biography, autobiography) 	
Writing	<ul style="list-style-type: none"> • Manipulates different tools for fine motor development • Traces their own name with their finger with assistance • Shows interest and curiosity in different models or forms of written text (textured writing – sand, grains paint, tracing using crayons) 	<ul style="list-style-type: none"> • Differentiates between illustrations and text • Uses their own experience as a stimulus when drawing and “writing” • Shows curiosity and ask questions about written language • Participates in shared writing, observing the teacher’s writing 	<ul style="list-style-type: none"> • Enjoys writing and values their own effort • Writes informally about their own idea using simple sentence structure • Write to communicate a message • Creates their own illustrations to match their own text 	<ul style="list-style-type: none"> • Uses legible lower case and upper Case letters in a consistent style • Forms letters/character conventionally and legibly, • Demonstrates an awareness of the conventions of writing • Accurately spells high frequency grade level words 	<ul style="list-style-type: none"> • Demonstrates an awareness of the conventions of written text, for example, sequence, spacing, directionality • Discriminates between types of code, for example, letters, numbers, symbols, words/characters • Uses legible upper Case 	<ul style="list-style-type: none"> • Writes explanations using content specific grammar • Organizes ideas in a logical sequence, for example, writes simple narratives with a beginning, middle and end • Uses adjectives to describe characters • Uses adverbs to give information 	<ul style="list-style-type: none"> • Organizes ideas in a logical sequence • Uses appropriate paragraphing to Organizes ideas • Writes letters to communicate for both personal and informational • Uses planning, drafting, editing and reviewing 	<ul style="list-style-type: none"> • Identifies and describe elements of a story—setting, plot, character, theme • Critiques the writing of peers sensitively; offers constructive suggestions • Uses appropriate paragraphing to organize ideas

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<ul style="list-style-type: none"> • Listens and respond to shared books • Begins to discriminate between letters characters, numbers and symbols • Shows an awareness of sound-symbol relationships and begin to recognize the way some familiar sounds can be recorded • Participates in shared and guided writing by offering suggestions and asking questions • Creates illustrations to match their own written text • Forms letters legibly • Writes an increasing number of frequently used 	<ul style="list-style-type: none"> • Forms letters, characters conventionally and legibly • Discriminates between types of codes, e.g. letters, numbers, symbols, words or characters • Writes frequently used words or ideas independently • Writes their own names and surname independently • Uses awareness of grammar in sentence • Understands words are ordered left to right and needs to be read that way • Uses a capital letter in beginning • Uses a simple word bank 	<ul style="list-style-type: none"> • Creates illustrations to match their own written text • Writes simple sentences • Represents some sounds correctly in writing • Writes to communicate a message to a particular audience • Writes informally about their own ideas, experiences and feelings • Begins to show confidence and a positive attitude to writing • Thinks about and discusses what they intend to write 	<ul style="list-style-type: none"> letters in a consistent style • Indicates the chronological order of an event • Writes about different processes and experiments • Explains and writes about what they hear • Makes flowcharts • Accurately spells high frequency grade level words • Looks at a picture and describes it • Writes to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story 	<ul style="list-style-type: none"> about setting characters. • Engages confidently with the writing process • Explores narrative order while writing • Writes for a range of purpose • Organizes ideas in a logical sequence • Uses appropriate paragraphing to organize ideas • Uses feedback from teachers and other students to improve their writing • With teacher’s guidance, publishes written work, in handwritten form or in digital format • Rereads, edits and revises to improve their 	<ul style="list-style-type: none"> processes independently and with increasing competence • Shows awareness of different audiences and adapt writing appropriately • Writes informative paragraph with a topic sentence supporting details and closing sentence • Identifies and describe elements of a story—setting, plot, character, theme • Uses graphic Organizers to plan writing, for example, Mind Maps®, storyboards • Organizes ideas in a logical 	<ul style="list-style-type: none"> • Uses a range of vocabulary and relevant supporting details to convey meaning and creates atmosphere and mood • Uses a range of tools and techniques to produce publish written work that is attractively and effectively presented in handwritten form or in digital format independently • Uses written language as a means of reflecting on their own learning • Writes independently and with

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<p>letters independently</p> <ul style="list-style-type: none"> Identifies the sounds in words and write them Writes their own name independently Understands words are ordered from left to right and need to be read that way for it to make sense Uses a capital letter for the start of their own name Identifies and records initial and final sounds in words (phonics) 		<ul style="list-style-type: none"> Participates in shared and guided writing Writes an increasing number of frequently used words or ideas independently Identifies the organizational structure of different genres 	<ul style="list-style-type: none"> Predicts words during shared reading and when re-reading familiar stories Uses rhyming words to create a poem Reads their own writing to the teacher and to classmates, realizing that what they have written remains unchanged Follows correct punctuation rules Uses Capitalization Writes simple sentences Thinks about and discusses what they intend to write Participates in shared and guided 	<p>own writing, for example, content, language, organization</p> <ul style="list-style-type: none"> Uses increasingly accurate grammatical constructs Writes about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading Over time, creates examples of different types of writing and store them in their own writing folder Uses appropriate punctuation to support meaning Checks punctuation, variety of sentence starters, spelling, presentation 	<p>sequence, for example, write simple narratives with a beginning, middle and end</p> <ul style="list-style-type: none"> Locates, organizes, synthesizes and presents written information obtained from a variety of valid sources Writes using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive Rereads, edits and revises to improve their own writing, for example, content, language, organization Writes independently 	<p>confidence, showing the development of their own voice and style</p> <ul style="list-style-type: none"> Uses planning, drafting, editing and reviewing processes independently and with increasing competence Recognizes and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration Locates, organizes, synthesizes and presents written information obtained from a variety of valid sources

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<p>writing, observing the teacher’s model, asking questions and offering suggestions</p> <ul style="list-style-type: none"> Writes an increasing number of frequently used words or ideas independently Writes informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, “I like ...”, “I can ...” “I went to ...”, “I am going to Writes for a variety of purposes such as a story, letter, note, labels etc 	<ul style="list-style-type: none"> Proofreads their own writing and makes corrections and improvements Uses appropriate writing conventions, for example, word order, as required by the language(s) of instruction Uses a dictionary, a thesaurus and word banks to extend their use of language Writes legibly, and in a consistent style Uses graphic organizers to plan writing, for example, mind maps®, storyboards Follows writing process 	<p>and with confidence, showing the development of their own voice and style</p> <ul style="list-style-type: none"> Writes for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing Selects vocabulary and supporting details to achieve desired effects Checks punctuation, uses a variety of sentence starters, appropriate spelling and presentation 	<ul style="list-style-type: none"> Uses a dictionary, thesaurus, spell checker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing Writes using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive Adapts writing according to the audience and demonstrates the ability to engage and sustain the interest of the reader Uses standard spelling for most words and

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<ul style="list-style-type: none"> • Begins to show confidence and a positive attitude to writing 		<ul style="list-style-type: none"> • Uses a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing • Works independently, to produce written work that is legible and well presented, written either by hand or in digital format • Begins to recognize figurative language to enhance writing for example personification, similes, metaphors, idioms • Works co-operatively with a partner to discuss and improve each 	<ul style="list-style-type: none"> • uses appropriate resources to check spelling • Writes in direct and Indirect speech and in active and passive voice • Writes with correct punctuation and forms proper sentence structure • Uses different types of sentences, tense – types and sub types • Uses a range of strategies to record words/ideas of increasing complexity • Uses knowledge of written code patterns to accurately spell

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
							other's work taking the roles of authors and editors.	high frequency and familiar words
Visual Viewing & Presenting	<ul style="list-style-type: none"> Attends to visual information showing understanding through play, gestures, facial expression Reveals their own feelings in response to visual presentations 	<ul style="list-style-type: none"> Recognizes familiar signs, labels and logos make personal connections to visual texts Uses body language to communicate and to convey understanding Selects and incorporates colours, shapes, symbols and images into visual presentations Shows appreciation of illustrations by selecting familiar books 	<ul style="list-style-type: none"> Attends to visual information Relates to different contexts presented in visual texts Locates and connects to familiar visual texts in magazines, catalogue, advertising, etc. Connects visual information with personal experiences Uses body language in mime and role plays to communicate ideas and feelings Uses and practices a variety of 	<ul style="list-style-type: none"> Uses a variety of implements to practice and develop handwriting and presentation skills Understands and responds to visual information showing through play, gestures and facial expressions Recognizes familiar signs, labels and logos Selects and incorporates colours and shapes into visual presentations Reveals their own feelings in response to 	<ul style="list-style-type: none"> Finds information quickly and interprets the information gathered through the use of a pictograph Responds to visual messages, shows empathy for the way others might feel relate Uses body language in mime and role play to communicate ideas and feelings visually Locates familiar visual texts in magazines, advertising catalogues, 	<ul style="list-style-type: none"> Uses a variety of charts Discusses personal experiences that connect with visual images Discusses their own feelings in response to visual messages; listen to other responses, realizing that people react differently Makes an organizational chart Realizes that text and illustrations in reference materials work together to convey information, and can 	<ul style="list-style-type: none"> Examines and analyses text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit Designs posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; Explains how the desired effect is achieved Identifies aspects of body language in a dramatic 	<ul style="list-style-type: none"> Analyses the selection and composition of visual presentations; selects examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism Explains how relevant personal experiences can add to the meaning of a selected film/movie; Writes and illustrates a personal response

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			<p>handwriting and presentation skills</p> <ul style="list-style-type: none"> • Observes and discusses illustrations in grade level books • Understands that signs, symbols and icons carry meaning 	<p>visual presentations</p> <ul style="list-style-type: none"> • Views and talks about images • Begins to understand the role of familiar medias • Uses appropriate technology • Collects pictures related to different units 	<p>and connect them with associated products</p> <ul style="list-style-type: none"> • Creates Venn diagrams to show the comparison • Talks on experiments made by groups • Observes and discusses illustrations in picture books and simple reference books, commenting on the information being conveyed • Connects visual information with their own experiences to construct their own meaning, for example, when taking a trip 	<p>explain how this enhances understanding</p> <ul style="list-style-type: none"> • Observes and discuss familiar and unfamiliar visual messages; make judgments about effectiveness • Views visual information and show understanding by asking relevant questions and discussing possible meaning • Realizes that visual information reflects and contributes to the understanding of context • Views a range of visual language formats and discuss their effectiveness, 	<p>presentation and explains how they are used to convey the mood and personal traits of characters</p> <ul style="list-style-type: none"> • Prepares individually or in collaboration, visual presentations using a range of media, including computer and web-based applications • Identifies factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel • Identifies the intended audience and purpose of a visual presentation; Identifies overt and subliminal messages 	<ul style="list-style-type: none"> • Realizes that individuals interpret visual information according to their personal experiences and different perspectives • Reflects on ways in which understanding the intention of a visual message can influence personal responses • Navigates the internet in response to verbal and visual prompts with confidence and familiarity; • Uses ICT to prepare their own presentations • Prepares, individually or

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						<p>for example, film/ video, posters, drama</p> <ul style="list-style-type: none"> • Uses actions and body language to reinforce and add meaning to oral presentations • Uses a variety of implements to practice and develop handwriting and presentation skills • Shows their understanding that visual messages influence our behavior • Relates to different contexts presented in visual texts according to their own experiences • Through teacher modelling, becomes 	<ul style="list-style-type: none"> • Describes personal reactions to visual messages reflect on why others may perceive the images differently • Identifies elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects • Realizes that visual presentations have been created to reach out to a particular audience and influences the audience in some way • Recognizes and names familiar visual texts and explains why they are or are 	<p>in collaboration, visual presentations using a range of media, including computer and web-based applications</p> <ul style="list-style-type: none"> • Identifies factors that influence personal reactions to visual texts • Designs visual texts with the intention of influencing the way people think and feel • Identifies the intended audience and purpose of a visual presentation • Identifies overt and subliminal messages

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						<p>aware of terminology used to tell about visual effects, for example, features, layout, border, frame</p> <ul style="list-style-type: none"> • Makes presentations, posters using computers and internet on informational topics 	<p>not effective, for example advertising, logos, labels, signs, billboards</p> <ul style="list-style-type: none"> • Views, responds to and describes visual information, communicating understanding in oral, written and visual form • Shows how body language, for example facial expression, gesture and movement, posture and orientation, eye contact and touch can be used to achieve effects and influence meaning. • Interprets visual cues in order to analyse and make inferences about the intention of the message 	<ul style="list-style-type: none"> • Analyses and interprets the ways in which visual effects are used to establish context • Identifies elements and techniques that make advertisements, logos and symbols effective and draws on this knowledge to create their own visual effects • Applies knowledge of presentation techniques in original and innovative ways; • Explains their own ideas for achieving desired effects

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
								<ul style="list-style-type: none"> • Presents information through visual media • Uses graphic organizers to record writing and makes written work presentable • Highlights important information in texts • Discusses a newspaper/informative report and tell how the words and pictures work together to convey a particular message

Mathematics

Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Number System	<ul style="list-style-type: none"> Enjoys number rhymes Counts orally from 1-20 Sequences numbers from 1-10 Recognizes numbers from 1-20 Traces numbers from 1 to 20 Counts forward till 20 and is able to tell the number that comes after the given number till 10 	<ul style="list-style-type: none"> Understands one-to-one correspondence Understands the last number counted in a set identifies the quantity in the set Recognizes groups of zero to five objects without counting Uses the language of mathematics to compare quantities Counts numbers till 50 and beyond Counts up to 50 objects estimate, 	<ul style="list-style-type: none"> Models number to 100 and above Places numbers accurately in a number track Models addition using strategies of whole numbers Models subtraction using strategies of whole numbers Estimates sums and differences using the language of addition and subtraction Reads and writes whole 	<ul style="list-style-type: none"> Recognizes and writes numbers to 100 and beyond Uses different methods of counting to identify objects in a group Estimates quantities to 100 or beyond Reads and writes numbers using number words Identifies place value by determining number of tens and ones Understands and uses cardinal and 	<ul style="list-style-type: none"> Models numbers to thousand and beyond using the base 10 place value system Reads and writes whole numbers up to thousands or beyond Estimates quantities to 1000 Recognizes odd and even to at least 1000 Develops strategies for memorizing addition and subtraction number facts 	<ul style="list-style-type: none"> Models numbers to ten thousand or beyond using the base 10 place value system Recognizes numbers as thousands, hundreds, tens and ones Reads writes compares and orders whole numbers up to ten thousand or beyond & develop strategies for memorizing. Writes numbers in expanded form and standard form. Models addition 	<ul style="list-style-type: none"> Calculates numbers to millions or beyond using the base 10 place value system Reads, writes, compares and orders whole numbers up to millions or beyond Uses whole numbers up to millions or beyond in real-life situations Uses rounding and approximation to estimate quantities Calculates multiplication 	<ul style="list-style-type: none"> Reads and writes numbers in international system and Indian system up to ten digits Understands place value till billions, compares and arranges numbers up to billions Understands grouping of numbers and estimate numbers to 1000 Rounds off numbers to tens, hundreds and thousands place

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<p>count and record numbers to mark the number in the set</p> <ul style="list-style-type: none"> Counts and record numbers in a set Compares the number of objects in two sets Uses number names in order in familiar context e.g. rhymes, songs and stories Counts forward from a given number Begins to recognize 'none' and zero in stories, rhymes and when counting Counts reliably in other contexts such as clapping sounds for hopping movements 	<p>number up to 100 and above</p> <ul style="list-style-type: none"> Reads and uses ordinal numbers in real life situation Begins to know what each digit represents in 2-number digit Puts together small amount of money Connects number words and numerals to quantities Counts back from 20 -0 Counts in 2's, 5's and 10's Uses whole numbers in real-life situation Recognizes odd and even numbers 	<p>ordinal numbers</p> <ul style="list-style-type: none"> Develops mental and written strategies for adding two-digit numbers Solves addition problems based on real life situation Develops mental and written strategies for subtracting two-digit numbers Solves subtraction problems based on real life situation Recognizes that multiplication is repeated addition Explores multiplication of single digit numbers Explores division 	<ul style="list-style-type: none"> Uses various mental and practical strategies to solve problems Estimates sums and differences and rounds numbers to hundreds Adds and subtracts 3 digits with carrying and borrowing Understands addition as counting on and the combination of two sets Describes mental and written strategies for adding and subtracting three-digit numbers Understands the concept of addition and subtraction to 	<p>and subtraction till 10,000& beyond with and without renaming</p> <ul style="list-style-type: none"> Understands addition, subtraction, multiplication and division number facts Develops mental and written strategies for addition and subtraction number facts Adds and subtracts 3 and 4-digit numbers up to 10,000 with and without renaming Uses the language of multiplication and division for example factor, multiple, product, quotient, and prime numbers. composite numbers. Understands that addition and division are 	<p>of whole numbers</p> <ul style="list-style-type: none"> Uses the language of multiplication and for example, factor, multiple, product, prime numbers, composite number Uses number patterns to learn tables Calculates division of whole numbers Learns the language of factors and multiples and Finds HCF and LCM Calculates addition and subtraction of fractions with like and unlike denominators Reads and writes 	<ul style="list-style-type: none"> Develops strategies for mental calculations Identifies common factors and multiples of numbers Understands prime factorization by using factor trees Finds LCM by division method Finds HCF by listing factors Adds and subtracts improper fractions and mixed numbers Converts mixed numbers into improper fraction and vice-versa Multiplies and divides fractions

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<ul style="list-style-type: none"> Counts backwards from 20 Counts reliably up to 20 everyday objects Matches objects to the correct number Fillings the missing numbers Compares big and small numbers and identify them correctly Begins to use mathematical ideas to solve problems Counts the total number of items in two groups by counting Says the number that is one more than a given number 		<ul style="list-style-type: none"> Models simple fraction relationships 	<ul style="list-style-type: none"> solve problem independently Knows doubles of numbers to at least 200 Identifies pairs that total to 10 Understands situations that involve multiplication and division Uses the language of multiplication and division, for example product, quotient Multiplies 2 digit number by one digit with and without carrying Describes mental and written strategies for multiplication and division till table of 15 	<ul style="list-style-type: none"> opposite to subtraction and multiplication respectively. Develops mental and written strategies for multiplication and division. Understand that multiplication as an easier way of adding the same several times Understands Multiplication of 2 or 3-digits by single or 2-digits Understands Division of 2 or 3-digit numbers by a single or 2-digit numbers with or without remainder Models multiplication and division of whole numbers Models equivalent fractions Read, write, compare and order fractions 	<ul style="list-style-type: none"> equivalent fractions Converts improper fractions to mixed numbers and vice versa Calculates addition and subtraction of decimals Reads, writes, compares and orders decimal to thousandths or beyond Selects and Uses an appropriate sequence of operations to solve word problems Estimate sum, difference, product and quotient in real-life situations Recognizes the difference in quantity when comparing sets of objects 	<ul style="list-style-type: none"> Models fractions pictorially Describes properties of an integer Finds the difference between two negative numbers or between a positive and a negative integer in context and order a set of positive and negative integers Reads and writes ratios and solves simple problems using proportion and ratio Finds percent of quantities Changes fraction to percent Finds percent when quantities are unknown

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<ul style="list-style-type: none"> Identifies before and after numbers Selects two groups of objects to make a given total of objects 			<ul style="list-style-type: none"> Uses the language of fractions, for example, numerator, denominator Adds and subtracts fractions with same denominators Models addition and subtraction of fractions with the same denominator Reads, writes, compares and orders fractions 	<ul style="list-style-type: none"> Read and write equivalent fractions Models addition and subtraction of like fractions. Develop mental and written strategies for addition and subtraction of like fractions. 		<ul style="list-style-type: none"> Understands conversions between fractions, decimals and percent Reads and write exponents and square roots Uses mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations Estimates and make approximations in real-life situations involving fractions, decimals and percentages Selects an efficient method for solving a problem using mental estimation, mental computation

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
								<p>and written algorithms</p> <ul style="list-style-type: none"> Estimates sums, differences, products and quotients in real-life situations, including fractions and decimals
Pattern & Function	<ul style="list-style-type: none"> Recognizes simple patterns Extends and create patterns using real life objects 	<ul style="list-style-type: none"> Understands that patterns can be found in everyday situations, for example, sounds, actions, objects, nature Draws and understands that patterns are in various ways, for example, using words, drawings, symbols, materials, actions, numbers Recognizes and recreates simple patterns in relation to numbers Uses familiar objects and 	<ul style="list-style-type: none"> Recognizes and completes a given sequence of simple patterns Observes and extends patterns in sequence of shapes, numbers Uses number patterns to represent and understands real-life situations 	<ul style="list-style-type: none"> Creates patterns Identifies patterns Understands patterns can be extended in a variety of ways Understands that patterns can be found in numbers(odd, even and skip counting till 100 or beyond Creates and extends patterns in numbers Creates and extends patterns in a variety of ways 	<ul style="list-style-type: none"> Understands that patterns can be found in numbers, for example, odd and even numbers, skip counting Understands that patterns can be analysed and rules identified Describes number patterns, for example, odd and even numbers, skip counting Understands the inverse relationship between addition and subtraction 	<ul style="list-style-type: none"> Understands that multiplication is repeated addition and that division is repeated subtraction. Use the properties and relationships of the four operations to solve problems. Understands the inverse relationship between multiplication and division Understands the associative and commutative property of 	<ul style="list-style-type: none"> Understands that patterns can be Analysed and Described Understands that patterns can be generalized by a rule Understands that multiplication is repeated addition and that division is repeated subtraction Understands the inverse relationship between multiplication and division Understands the associative 	<ul style="list-style-type: none"> Understands patterns and functions Understands symmetry Understands the inverse relationship between exponents and roots Understands that patterns can be represented, analysed and generalized using tables, graphs, words, and when possible, symbolic rules Understands exponents as

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		common shapes to create and recreate patterns and build models			<ul style="list-style-type: none"> • Understands the associative and commutative properties of addition • Understands that multiplication is repeated addition • Extends and creates patterns in numbers, for example, odd and even numbers, skip counting • Uses the properties and relationships of addition and subtraction to solve problems 	<p>multiplication</p> <ul style="list-style-type: none"> • Demonstrates an understanding of increasing patterns by describing, extending, comparing, creating patterns using manipulatives, diagrams, and numbers (to 1000) • Demonstrates an understanding of decreasing patterns by describing, extending, comparing, creating patterns using manipulatives, diagrams, and numbers (starting from 1000 or less). • Describing the relationship between two quantities in a situation with a constant rate of change, taking into 	<p>and commutative properties of multiplication</p> <ul style="list-style-type: none"> • Represents rules for patterns using words, symbols and tables • Calculates with manipulatives the relationship between division and subtraction and multiplication and addition • Selects appropriate methods for representing patterns, for example using words, symbols and tables • Uses number patterns to make predictions and solve problems 	<p>repeated multiplication</p> <ul style="list-style-type: none"> • Selects appropriate methods to analyse patterns and identify rules • Uses functions to solve problem • Models exponents as repeated multiplication • Completes a pattern by applying a suitable rule • Explores and creates symmetrical patterns and tessellates given shapes • Recognizes a set pattern and design • Fills the missing numbers in a number pattern

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						<p>account a beginning amount and a constant increase.</p> <ul style="list-style-type: none"> • Demonstrate relationship between different patterns found in tables, number charts and charts • Identify the pattern rule of an increasing/ decreasing pattern, and extend the pattern for the next three terms. • Identify and explain errors in an increasing/dec reasing pattern. • Use number patterns to make predictions and solve problems • Identify and 	<ul style="list-style-type: none"> • Uses the properties and relationships of the four operations and fractions to solve problems • Finds missing numbers, shapes, and symbols in a sequence 	

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						<p>describe various increasing/ decreasing patterns found on a hundred chart, such as horizontal, vertical, and diagonal patterns.</p> <ul style="list-style-type: none"> • Compare numeric increasing/ decreasing patterns of counting forward/backward by 2s, 3s, 4s, 5s, 10s, 25s, and 100s. 		
Measurement	<ul style="list-style-type: none"> • Understands the concept of big-small, long-short, heavy-light, full-empty, inside-outside, up and down • Draws straight lines, curved lines, sleeping lines, slanting and zig-zag lines • Plays with sand and water using 	<ul style="list-style-type: none"> • Understands that events in daily routines can be described and sequenced • Uses language such as 'big', 'small', 'heavy' or 'light' to compare quantities 	<ul style="list-style-type: none"> • Reads and writes time to hour using analogue and digital clock • Uses time related vocabulary- before, after, yesterday, today and tomorrow • Understands that tools can be used to measure 	<ul style="list-style-type: none"> • Understands that calendars can be used to determine the date • Identifies and writes the days of the week in a sequence • Identifies and writes the months of the year in a sequence 	<ul style="list-style-type: none"> • Understands the use of standard units to measure, length • Understands the use of standard units to measure temperature • Understands the use of standard units to measure capacity 	<ul style="list-style-type: none"> • Uses appropriate units of measurement • Understands the attributes of length, weight and capacity • Understands measurement and their conversion • Shows an awareness of 	<ul style="list-style-type: none"> • Uses timelines in units of inquiry and other real life situations • Understands unit conversions within measurement systems • Describes measures that fall between numbers on a scale 	<ul style="list-style-type: none"> • Understands meaning of area, perimeter and volume • Identifies the vocabulary of triangles and circles • Classifies angles and use appropriate vocabulary • Draws and measure angles accurately

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>assorted containers</p> <ul style="list-style-type: none"> • Uses comparative language (full, empty) • Learns about day and night in books and songs • Introduces morning and afternoon for classroom routines • Recognizes the difference between hot and cold 		<ul style="list-style-type: none"> • Compares different lengths and capacities • Uses calendar to identify date, days of the week and months • Understands and uses vocabulary related to length, mass and capacity • Understands and uses the vocabulary related time – minutes, second, hour, day, week and month 	<ul style="list-style-type: none"> • Understands that time is measured using universal units • Follows simple directions-describing paths, regions and boundaries of their immediate environment • Measures length in terms of non-standard and standard units • Understands the use of standard units to measure-mass • Understands the use of standard units to measure-money • Understands the use of standard units to measure-time • Understands the use of standard units 	<ul style="list-style-type: none"> • Understands the use of standard units to measure time • Understands the use of standard units to measure mass & money • Understands that tools can be used to measure • Understands relationships between units, for example, meters, centimetres and millimetres • Understands that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year 	<p>length in centimeters/inches, feet, and meters/yards</p> <ul style="list-style-type: none"> • Understands different denominations of currency • Understands relationship between different units of measurement for example, meters, centimeters & millimeters • Models addition of and subtraction from different units of measurement • Reads and writes digital and analogue time on 12-hour and 24-hour clocks. • Uses a clock to organize everyday activities • Reads a clock to minutes and 	<ul style="list-style-type: none"> • Converts simple units within a system of measurement • Reads and writes digital and analogue time on 12-hour and 24-hour clocks • Uses standard units of measurement to solve problems in real-life situations involving area and perimeter (km, m, cm and mm) • Selects and uses appropriate units of measurement and tools to solve problems in real-life situations • Uses timetables and schedules (12-hour and 24-hour clocks) in 	<ul style="list-style-type: none"> • Finds area and perimeter of square, rectangle and triangles • Finds volume of cubes and cuboids • Calculates the perimeter and area of simple compound shapes • Identifies the units to measure mass, volume, length and time • Measures different physical quantities of materials using instruments • Converts the units of the physical quantities • Learns different physical quantities and their units

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				to measure-temperature <ul style="list-style-type: none"> • Uses standard units of measurement to solve problems in real-life situations 		seconds <ul style="list-style-type: none"> • Expresses a given value using different denominations of currency • Models addition and subtraction of money • Recognize the number of weeks in a year, days in a year, and days in each month • Uses timelines in real-life situations. 	real-life situations <ul style="list-style-type: none"> • Determines times worldwide • Understands the uses of standard units to measure area and perimeter • Understands that measures can fall between numbers on a measurement scale (metric system), for example 3 ½ kg, between 4 cm and 5 cm • Understands angle as a measure of rotation • Uses decimal and fraction notation in measurement for example 3.2 cm and 1.47 kg 	<ul style="list-style-type: none"> • Selects and uses appropriate units of measurement and tools to solve problems in real-life situations • Determines and justifies the level of accuracy required to solve real-life problems involving measurement • Uses decimal and fractional notation in measurement • Measures accurately mass, volume, length and time • Measures time in different time zones • Converts larger to smaller units and vice versa

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Shape & Space	<ul style="list-style-type: none"> Understand that 2D shapes have characteristics that can be described and compared Selects a particular named shape 	<ul style="list-style-type: none"> Understands that language can be used to describe position Shows curiosity about and observation of shapes by talking about how they are the same or different Matches shapes by recognizing similarities Uses everyday words to describe position 	<ul style="list-style-type: none"> Uses everyday language to describe features of 2D and 3D shapes Uses everyday language to describe positions, direction and movement Sorts shapes according to their properties Identifies and draws horizontal, vertical and slant lines Distinguishes straight and curved lines 	<ul style="list-style-type: none"> Identifies described and labels 3D shapes Analyses and describes the relationships between 2D and 3D shapes Traces 2D outlines on 3D shapes Represents ideas about the real world using geometric vocabulary Recognizes and explains simple symmetrical designs in the environment Understands examples of symmetry 	<ul style="list-style-type: none"> Understands that 2D and 3D shapes can be created by putting together and/or taking apart other shapes Understands that geometric shapes are useful for representing real-world situations Understands that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment Sorts, describes and labels 2D and 3D shapes Analyses and use what they know about 3D shapes to describe and 	<ul style="list-style-type: none"> Understands the common language used to describe shapes Identifies difference between plane and solid shapes Describes the attributes of plane and solid shapes Estimates and measures length and heights. Defines and recognizes a triangle as a closed figure having three straight sides and three corners Identifies properties of equilateral triangles Recognizes the components of polygons: sides and vertices 	<ul style="list-style-type: none"> Describes and classifies 2-D shapes Describes and classifies 3-D shapes Understands that directions for location can be represented by coordinates on a grid Analyses angles by comparing and describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass Locates features on a grid using coordinates Understands the common language used to describe shapes Understands the properties of regular and irregular polygons 	<ul style="list-style-type: none"> Uses geometric vocabulary of 2-D shapes Understands angle bisectors Defines points, lines, angles, 3D shapes and polyhedral shapes Identifies and define parts of a circle Uses geometric vocabulary when describing shape and space in mathematical situations and beyond Applies the language and notation of bearing to describe direction and position Identifies and describes congruency and similarities in 2D shapes

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<p>work with 2D shapes</p> <ul style="list-style-type: none"> • Interprets and creates simple directions, describing paths, regions, positions and boundaries of their immediate environment • Recognizes and use the four compass directions N, S, E and W • Interprets and use simple directions, describing paths, regions, positions and boundaries of their immediate environment • Recognizes lines of symmetry • Applies knowledge of symmetry to problem 	<p>(corners)</p> <ul style="list-style-type: none"> • Sorts, describes and models regular and irregular polygons • Analyses angles by comparing and describing rotations : whole turn; half turn; quarter turn; north, south, east and west on a compass • Describe, compare analyze and classify two dimensional shapes by sides and angles • Identifies, describes and classifies cube, sphere, prism, pyramid, cone and cylinder in terms of the number and shape of faces, edges and vertices • Identifies and 	<ul style="list-style-type: none"> • Understands congruent or similar shapes • Understands that lines and axes of reflective and rotational symmetry assist with the construction of shapes • Understands congruent and similar shapes • Sorts, describes and calculates regular and irregular polygons • Describes lines and angles using geometric vocabulary • Recognizes and explains symmetrical patterns in the environment • Recognizes and explains symmetrical patterns, including 	<ul style="list-style-type: none"> • Understands that visualization of shape and space is a strategy for solving problems • Creates and models how a 2D net converts into a 3D shape and vice versa • Familiarizes with the vocabulary related to lines, angles, 3D shapes and polyhedral shapes • Identifies types of triangles based on angles and sides • Shows similarity and congruence of triangles • Identifies and defines parts of a circle • Identifies and use scales (ratios) to

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					solving situations	<p>create shapes that have lines of symmetry</p> <ul style="list-style-type: none"> Describes the transformational motions of geometric figures (translation/slide, reflection/flip and rotation/turn) Identifies draws and describes horizontal vertical and oblique lines 	<p>tessellation, in the environment</p> <ul style="list-style-type: none"> Identifies the types of angles 	<p>enlarge and reduce shapes</p> <ul style="list-style-type: none"> Identifies and use the language and notation of shapes Learns bearing to describe direction and position Constructs and measures angle
Data Handling	<ul style="list-style-type: none"> Gather data from others 	<ul style="list-style-type: none"> Sorts familiar objects to identify their similarities and differences, making choices and justifying decisions Counts the number of objects, shares a particular property, and present results using pictures, drawings or numerals 	<ul style="list-style-type: none"> Interprets data by comparing quantities like more, less, few, fewer and less than Interprets simple graphs to answer question Collects displays and interprets data for the purpose of answering questions 	<ul style="list-style-type: none"> Understands that information about themselves and their surroundings can be obtained in different ways Understands the purpose of graphing data Represents information through tally marks 	<ul style="list-style-type: none"> Understands that data can be collected, displayed and interpreted using bar graphs, Understands that one of the purposes of a database is to answer questions and solve problems Collects and represents data 	<ul style="list-style-type: none"> Understands that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs Designs a survey and systematically collect, organize and display data in pictographs and bar graphs 	<ul style="list-style-type: none"> Understands that different types of graphs have special purposes Understands that data can be collected, displayed and interpreted using simple graphs, for example tables, bar graphs, line graphs and pie charts 	<ul style="list-style-type: none"> Finds, describes and explains the mode in a set of data and its use Understands the purpose of a database by manipulating the data to answer questions and solve problems Identifies, describes and explains the range, mode, median and

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			<ul style="list-style-type: none"> Creates a pictograph and sample bar graph of real objects and interprets data by comparing quantities 	<ul style="list-style-type: none"> Represents information through simple bar graphs Represents information through pictographs Collects, displays and interprets data 	<ul style="list-style-type: none"> in different types of graphs, for example, tally marks, bar graphs Collects, displays and interprets data using simple bar graphs Designs a survey and systematically collect, organize and display data in pictographs and bar graphs Creates a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than) Represents the relationship between objects in sets using Venn diagram 	<ul style="list-style-type: none"> Understands that scale can represent different quantities in graphs Understands that one of the purposes of a database is to answer questions and solve problems Collects, displays and interprets using simple graphs, for example, bar graphs, line graphs Answers the questions based on the graph. Identifies reads and interprets range and scale on graphs. Compares data and interpret quantities represented on tables and 	<ul style="list-style-type: none"> Understands that scale can Represents different quantities in graphs Collects, displays and interprets data in circle graphs (pie charts) and line graphs Records data in a spreadsheet using simple formulas to manipulate data and to create graphs Understands that one of the purposes of a database is to answer questions and solve problems Designs a survey and systematically collects, records, organizes and displays the data in line 	<ul style="list-style-type: none"> mean in a set of data Realizes that data can be represented through various means Creates sets from data that has subsets using tree, Carroll, Venn and other diagrams Identifies, describes and explain the range, mode, median and mean in a set of data and designs a survey to interpret data Uses probability to determine mathematically fair and unfair games and to explain possible outcome Expresses probability

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						<p>different types of graphs (line plots, pictographs, and bar graphs)</p> <ul style="list-style-type: none"> • makes predictions and solve problems based on the information 	<p>graphs and bar graphs</p> <ul style="list-style-type: none"> • Creates and manipulates an electronic database for their own purposes • Selects appropriate graph form(s) to display data 	<p>using simple fractions</p> <ul style="list-style-type: none"> • Expresses probabilities using scale (01) or per cent (0%–100%) • Understands that probability is based on experimental events. • Uses tree diagrams to express probability using simple fractions • Uses probability to determine mathematically fair and unfair games and to explain possible outcomes • Determines the theoretical probability of an event and explain why it might differ from experimental

Music

Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Responding	<ul style="list-style-type: none"> • Begins to sing a variety of songs • Responds to various tempos through movement • Begins to follow a beat • Listens to, sing and perform children’s songs and finger plays with other • Moves to music with a partner or group, performing very simple movements 	<ul style="list-style-type: none"> • Uses voice to imitate sounds and learn songs • Expresses their responses to music in multiple ways (drawing, games, songs, dance, oral discussion) • Moves body to express the mood of the music 	<ul style="list-style-type: none"> • Recognizes that sound can be notated in a variety of ways • Recreates sounds from familiar experiences 	<ul style="list-style-type: none"> • Sings individually and in unison • Shares performances with each other and gives constructive criticism • Recognizes music from a basic range of cultures and styles • Expresses their responses to music from different cultures and styles • Reflects on and communicates reactions to music using 	<ul style="list-style-type: none"> • Records and shares the stages of the process of creating a composition • Explores individually or collectively a musical response to a narrated story • Creates a sounds cape based on personal experience 	<ul style="list-style-type: none"> • Discusses music that relates to social issues and/or values • Creates a musical composition expressing own ideas and feelings • Compares aspects of music from different times and places • Describes the process used to create their own music and compares it with others, in order to improve composition 	<ul style="list-style-type: none"> • Analyses different compositions describing how the elements enhance the message • Compares aspects of music from different times and places • Shares and compares experiences as audience members at various performances 	<ul style="list-style-type: none"> • Explains the role and relevance of music in their own culture, its uses and associations through place and time • Interprets and explains the cultural and historical perspectives of a musical composition • Modifies practices and/or compositions based on the audiences’ responses • Explores different

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				musical vocabulary				artistic presentations that are innovative and their implications
Creating	<ul style="list-style-type: none"> Participates in classroom music activities Memorizes and recite with others a simple Critical Skill nursery rhyme, poem or song With hands and/or feet, claps or taps the beat of a Critical Skill familiar rhyme, poem or finger play Explores the elements of music by listening, singing, clapping 	<ul style="list-style-type: none"> Records personal, visual, interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) Distinguishes the sounds of different instruments in music 	<ul style="list-style-type: none"> Records personal, visual, interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) Explores body to create musical patterns and play untuned percussion instruments in time with a beat 	<ul style="list-style-type: none"> Collaboratively creates a musical sequence using known musical elements (for example rhythm, melody, contrast) Explores vocal sounds, rhythms, percussion instruments, timbre to communicate ideas and feelings Expresses one or more moods/feelings in a musical composition 	<ul style="list-style-type: none"> Reads, writes and performs simple musical patterns and phrases Creates music for different purposes Expresses more than one or more mood/feeling in a musical composition 	<ul style="list-style-type: none"> Reads and writes music using non; traditional notation Creates and performs a movement sequence using known musical elements Expresses through musical composition 	<ul style="list-style-type: none"> Creates and perform a movement sequence using known musical elements Creates music that will be continually refined after being shared with others 	<ul style="list-style-type: none"> Reads and writes music in traditional and/or non-traditional notation Presents in small groups, innovative musical performances on a selected issue Incorporates the other arts and available resources in order to broaden creative expression

Dance Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Responding	<ul style="list-style-type: none"> Shows curiosity about live and recorded dance performance Describes the ideas and feelings communicated through body movements 	<ul style="list-style-type: none"> Identifies and explains why certain body postures and movements communicate certain ideas and feelings Display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance Responds to dance through spoken, written, visual and or kinaesthetic mediums 	<ul style="list-style-type: none"> Compares a variety of dance genres over time to the contemporary dance form of their culture Recognizes the theme of a dance and communicates personal interpretation 	<ul style="list-style-type: none"> Describes and evaluates the learnings and understandings developed through their exploration of dance Identifies dance components such as rhythm and use of space in their own and others' dance creations 	<ul style="list-style-type: none"> Recognizes that dance plays an innovative role in communicating ideas within cultures and societies Reflects on personal and family history and makes connections with cultural and historical dance forms 	<ul style="list-style-type: none"> Considers the composition of an audience when preparing an effective formal and/or informal presentation Reflects on artistic processes in dance achievements and how to incorporate new ideas into future work Recognizes how dance can be used to express and understand our inner thoughts and our understanding 	<ul style="list-style-type: none"> Investigates a cultural or historical dance form and identifies how it communicates artistic, ritual or social issues, beliefs or values Recognizes the role and relevance of dance in their own society through exposure to a variety of performers and their perspectives 	<ul style="list-style-type: none"> Analyses how the meanings of movements can change in various cultural and historical contexts Analyses and integrates the reflections of others into the creative process when evaluating and improving

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						of the world around us		
Creating	<ul style="list-style-type: none"> • Responds to word, rhythm and/or music through movements • Communicates and expresses feelings through body movements • Explores the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation • Moves freely through the space to show levels of low, medium and high and change of direction • Uses stimulus materials to extend the body and enhance body movements such as streamers, 	<ul style="list-style-type: none"> • Develops physical awareness in using isolated body movements and gross motor skills • Explores different types of movements such as travelling, jumping and turning • Develops the ability to cooperate and communicate with others in creating dance • Works individually or in groups with trust and confidence 	<ul style="list-style-type: none"> • Creates movement to various tempos • Interprets and communicates feelings, experience and narrative through dance • Designs a dance phrase with a beginning, middle and end • Creates movement that explores dimensions of direction, level and shape 	<ul style="list-style-type: none"> • Develops physical balance and coordination • Shares dance with different audiences by participating listening and watching work cooperatively towards a common goal, taking an active part in a creative experience <p>Considers and maintains appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation</p>	<ul style="list-style-type: none"> • Explores various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms • Investigates and performs a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social • Performs increasingly more difficult sequences with control • Creates movement to show contrast in designs such as symmetry/asymmetry and opposition/succession 	<ul style="list-style-type: none"> • Develops physical flexibility and strength • Experiences varying groupings when performing dance, including ensemble performance • Expresses their unique values beliefs and interests through a dance form • Interprets and replicates a variety of dance styles and genres 	<ul style="list-style-type: none"> • Improvise to create various movements for specific purposes • Choreographs movement to music, word and sound • Choreographs performance to express and communicate an idea, feeling, experience, relationship or narrative 	<ul style="list-style-type: none"> • Creates and perform in a variety of dance genres and cultural dance types • Shows physical confidence in the use of their bodies work to develop each other's ideas during the creative process • Analyse and integrates the reflections of others into the creative process when evaluating and improving

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	scarves, props and costumes							

Visual Art Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Responding	<ul style="list-style-type: none"> Identifies the colors red, yellow, blue, green, orange, purple, brown, black, white Identifies from memory the color of objects from nature, when not in view Develops perceptual skills, such as recognize simple patterns found in the environment and works of art 	<ul style="list-style-type: none"> Enjoys experiencing artworks Describes notifications about an art work 	<ul style="list-style-type: none"> Analyses the relationships within an artwork and constructs meanings Makes personal connections to artworks Creates artwork in response to a variety of stimuli 	<ul style="list-style-type: none"> Sharpens his powers of observation Investigates the purposes of artwork from different times, places and a range of cultures 	<ul style="list-style-type: none"> Identifies the formal elements of an artwork Uses appropriate terminology 	<ul style="list-style-type: none"> Identifies and considers the contexts in which artworks were made Uses knowledge and experiences to make informed interpretations of artworks 	<ul style="list-style-type: none"> Uses relevant and insightful questions to extend their understanding Recognizes that different audiences respond in different ways to artworks 	<ul style="list-style-type: none"> Explains the cultural and historical perspectives of an artwork Reflects on the factors that influence personal reactions to artwork Critiques and makes informed judgments about artworks
Creating	<ul style="list-style-type: none"> Uses different colors, textures, and shapes to 	<ul style="list-style-type: none"> Combines different formal elements to 	<ul style="list-style-type: none"> Takes responsibility for their own and others' 	<ul style="list-style-type: none"> Make predictions, experiment, and anticipate 	<ul style="list-style-type: none"> Combines a variety of formal elements to 	<ul style="list-style-type: none"> Shows awareness of the affective 	<ul style="list-style-type: none"> Makes connections between the ideas being 	<ul style="list-style-type: none"> Adjusts and refine their creative process in

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>create meaning</p> <ul style="list-style-type: none"> • Uses a variety of materials (eg Clay, paint, crayons) • Shows interest in experimenting with colour 	<p>create a specific effect</p> <ul style="list-style-type: none"> • Realizes that artwork has meaning 	<p>safety in the working environment</p> <ul style="list-style-type: none"> • Uses imagination and experiences to inform art making 	<p>possible outcomes</p> <ul style="list-style-type: none"> • Creates artwork in response to a range of stimuli 	<p>communicate ideas, feelings and/or experiences</p> <ul style="list-style-type: none"> • Considers audience when creating artwork 	<p>power of visual arts</p> <ul style="list-style-type: none"> • Uses a personal interest, belief or value as the starting point to create a piece of artwork 	<p>explored in artwork and those explored by other artists through time, place and cultures</p> <ul style="list-style-type: none"> • Understands colours in depth by experimenting with various materials like pebbles, paints, crafts papers to explore their creative ideas 	<p>response to constructive criticism</p> <ul style="list-style-type: none"> • Utilizes a broad range of ways to make meaning • Develops an awareness of preferences to design an artwork

Physical Education Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Active Living	<ul style="list-style-type: none"> Moves with increased control, co-ordination and confidence Combines movements with music, props floor exercise for body parts Develops locomotive skills through jump, hop ,track and field games, Yoga, aerobics Develops agility, body control, hand eye coordination 	<ul style="list-style-type: none"> Engages in a variety of different physical activities Demonstrates an awareness of basic hygiene in their daily routines Develops a range of fine and gross motor skills Explores creative movements in response to different stimuli Develops agility, body control, hand 	<ul style="list-style-type: none"> Demonstrates an awareness of how being active contributes to good health Identifies some of the effects of different physical activity on the body Explores and reflect on the changing capabilities of the human body Explores creative movements in response to different stimuli 	<ul style="list-style-type: none"> Recognizes the importance of regular exercise in the development of well-being Identifies healthy food choices Communicates understanding of the need for good hygiene practices Uses and adapts basic movement skills (gross and fine motor) in a variety of activities Explores different movements 	<ul style="list-style-type: none"> Reflects on the interaction between body systems during exercise Explains how the body’s capacity for movement develops as it grows Displays creative movements in response to stimuli and expresses different feelings, emotions and ideas Reflects upon the aesthetic value of movements 	<ul style="list-style-type: none"> Identifies ways to live a healthier lifestyle Understands how daily practices influence short- and long-term health Understands that there are substances that can cause harm to health Demonstrates an understanding of the principles of training in developing and maintaining fitness 	<ul style="list-style-type: none"> Identifies different stages of life and how these can affect physical performance Develops plans to improve performance through technique refinement and practices Self-assess performance and responds to feedback on performance from others Identifies potential personal and group 	<ul style="list-style-type: none"> Reflects and acts preferences for physical activities in leisure time Identifies realistic goals and strategies to improve personal fitness Exhibits effective decision-making processes in the application of skills during physical activity Introduces greater complexity and refine movements to

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> Develop a range of fine and gross motor skills 	eye coordination	<ul style="list-style-type: none"> Recognizes that acting upon instructions and being aware of others helps to ensure safety 	<p>that can be linked to create sequences</p> <ul style="list-style-type: none"> Explores how body's capacity for movement develops as it grows 	<p>and movement sequence</p> <ul style="list-style-type: none"> Understands the need to act responsibly to help ensure the safety of themselves and others Explores and understands how the body's capacity for movement develops as it grows 	<ul style="list-style-type: none"> Demonstrates greater body control when performing movements 	<p>outcomes for risk-taking behaviours</p> <ul style="list-style-type: none"> Performs and reflects on movement sequences in order to improve overall fitness Understands how daily practices influence short- and long-term health 	<p>improve the quality of a movement sequence</p> <ul style="list-style-type: none"> Understands the interdependence of factors that can affect health and well-being Identifies and discuss the changes that occur during puberty and their impact on well-being Recognizes the importance of moderation in relation to safe personal behaviour

Personal & Social Education Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Identity	<ul style="list-style-type: none"> Identifies themselves in relation to others (for example, family, peers, school class, ethnicity, gender) 	<ul style="list-style-type: none"> Identifies positive thoughts and Attitudes in themselves and others Describes how they have grown and changed Identifies and explores strategies that help them to cope with change willingly approach and persevere with new situations Reflects on experiences in order to build a deeper 	<ul style="list-style-type: none"> Describes some physical and personal characteristics and personal preferences Talks about similarities and differences between themselves and others Demonstrates a sense of competence with developmentally appropriate daily tasks and seek support to develop independence Identifies feelings and emotions and 	<ul style="list-style-type: none"> Identifies feelings and begins to understand how these are related to behavior Describes similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences Discusses and sets goals for group interactions 	<ul style="list-style-type: none"> Describes similarities and difference between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences Expresses hopes, goals and aspirations Reflects on inner thoughts and self-talk Demonstrates a positive belief in their abilities 	<ul style="list-style-type: none"> Identifies how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions Recognizes personal qualities, strengths and limitations Embraces optimism to shape a positive attitude towards themselves and their future Motivates intrinsically 	<ul style="list-style-type: none"> Explains how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time Reflects on their own influences, experiences, and perspectives, and are open to those of others Works and learns with increasing independence 	<ul style="list-style-type: none"> Examines the complexity of their own evolving identities Recognizes how a person's brain affects self-worth Understands the role of and strategies for optimism in the development of their own wellbeing Analyses self-talk and uses it constructively Analyses how society can influence our concept of self-worth

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<p>understanding of self</p> <ul style="list-style-type: none"> Identifies feelings and emotions and explain possible causes Recognizes that others have emotions, feelings and perspectives that may be different from their own 	<p>explains possible causes</p> <ul style="list-style-type: none"> Describes how personal growth has resulted in new skills and abilities 	<ul style="list-style-type: none"> Asks questions and expresses wonderings Recognizes the different group roles and responsibilities Assumes responsibility for a role in a group 		<p>and behaves with belief</p> <ul style="list-style-type: none"> Works and learns with increasing independence 	<ul style="list-style-type: none"> Reflects on how they cope with change in order to approach and manage situations of adversity Analyses how they are connected to the wider community 	<ul style="list-style-type: none"> Identifies and understands the consequences of actions Solves problems and overcomes difficulties with a sense of optimism Shows awareness of emotions and regulates emotional responses and behavior
Interactions	<ul style="list-style-type: none"> Enjoys interacting, playing and engaging with others Takes turns ask questions talk about Values interacting, playing and learning with others 	<ul style="list-style-type: none"> Listens respectfully to others Reaches out for help when it is needed for themselves or others 	<ul style="list-style-type: none"> Shares town relevant ideas and feelings in an appropriate manner Celebrates the accomplishments of others Identifies actions that have impacted others 	<ul style="list-style-type: none"> Discusses and sets goals for group interactions Cooperates with others Celebrates the accomplishment of the group 	<ul style="list-style-type: none"> Discusses and set goals for group interactions Cooperates with others Asks questions and expresses wonderings Recognizes the different group roles and responsibilities Assumes responsibility 	<ul style="list-style-type: none"> Identifies individual strengths that can contribute to shared goals Adopts a variety of roles for the needs of the group, for example, leader, presenter Discusses ideas and ask questions to clarify meaning 	<ul style="list-style-type: none"> Discusses ideas and ask questions to clarify meaning Reflects on the perspectives and ideas of others Reflects on shared and collaborative performance Recognizes that 	<ul style="list-style-type: none"> Works towards a consensus, understanding the need to negotiate and compromise Builds on previous experiences to improve group performance Reflects on the process of achievement and values the achievements of others

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<ul style="list-style-type: none"> for a role in a group • Celebrates the accomplishment of the group • Seeks adult support in situations of conflict 	<ul style="list-style-type: none"> • Reflects on the perspectives and ideas of others • Applies different strategies when attempting to resolve conflicts • Develop a shared plan of action for group work that incorporates each individual's experiences and strengths • Reflects on shared and collaborative performance • Applies different strategies when attempting to resolve rights 	<ul style="list-style-type: none"> committing to shared goals in group situations improves individual and shared experiences and outcomes • Develops a shared plan of action for group work that incorporates each individual's experiences and strengths 	<ul style="list-style-type: none"> • Understands the impact of their actions on each other and the environment

Additional Languages French, Hindi & Kannada Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Oral Listening and Speaking				<ul style="list-style-type: none"> • Speaks vowels, signs & consonants clearly • Listens to and talks about stories, poem, rhymes, and questions with increasing confidences • Listen attentively and considerately and respond in small and large group situations • Take turns in speaking • Listens, speaks and learns counting 	<ul style="list-style-type: none"> • Speaks 2, 3 and 4 letters words with its signs • Listens to and talks about stories, poem, rhymes, and questions with increasing confidence • Use simple sentences, with appropriate order • Listens and respond in small or large groups for increasing periods of time • Use language to address their needs 	<ul style="list-style-type: none"> • Speaks clearly and chooses words carefully • Takes turns in speaking • Listens & learns counting • Listens attentively and considerately and responds in small and large group situations • Uses simple sentences, with appropriate order 	<ul style="list-style-type: none"> • Listens attentively and considerately • Responds in small and large group carefully • Asks question & gives appropriate word order • Demonstrates short stories on the basis of a picture/given theme or task • Asks questions and gives appropriate word order • Enacts stories and small plays 	<ul style="list-style-type: none"> • Listens and respond to recorded text in one-word answers or one line • Listens and evaluates what others say and responds appropriately • Uses simple sentences, with appropriate word order • Speaks clearly and chooses words carefully • Takes turns in speaking • Asks questions and gives

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					<ul style="list-style-type: none"> Expresses feelings and opinions 			<p>appropriate word order</p> <ul style="list-style-type: none"> Enacts stories and small plays
Reading				<ul style="list-style-type: none"> Enjoys being read to Reads vowels and consonants Enjoys reading two/three- and four-letter words Select and reread favourite texts for enjoyment Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts Participates in guided reading situations, observing and 	<ul style="list-style-type: none"> Enjoys reading and being read to Reads 2, 3 and 4 letters words confidently Reads small sentences Reads and understand the meaning of self-selected and teacher-selected texts at an appropriate level Uses meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used 	<ul style="list-style-type: none"> Participates in group or class reading activities Reads larger sentences Participates in group or class reading activities Reads small books with short dialogues and pictures Shows curiosity and ask questions Discriminates between symbols, numbers, letters and words 	<ul style="list-style-type: none"> Reads text aloud with expression and regard to punctuation Reads small books with short stories and pictures Expresses thought, feeling, ideas and opinions Makes a collection of personal interest or significant words and words linked to topics Shows understanding of text Locates and read significant parts of a text 	<ul style="list-style-type: none"> Fluently reads stories, poems and newspapers cuttings Asks question and give appropriate answers Reads small books with short dialogues and pictures Retells and relates sequence events and stories with increasing details Analyses language features used in a text Reads a variety of non-fictional text

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				<p>applying reading behaviours and interacting effectively with the group</p>	<p>and strategies to be developed)</p> <ul style="list-style-type: none"> • Participates in shared reading, posing and responding to questions and joining in the refrains 	<ul style="list-style-type: none"> • Learns new words from reading 	<ul style="list-style-type: none"> • Reads & spells complex words 	
Writing				<ul style="list-style-type: none"> • Writes alphabets and two letter words • Writes few simple sentences on a given topic or picture • Writes to communicate a message to a particular audience, for example, a story • Demonstrates an awareness of the conventions 	<ul style="list-style-type: none"> • Uses two and three letter words • Writes few simple sentences on a given topic or picture • Writes simple writing tasks • Demonstrates an awareness of the conventions • Uses grammar appropriately 	<ul style="list-style-type: none"> • Writes larger sentences confidently • Writes simple writing tasks • Uses spelling pattern • Accurately spells high frequency words • Creates illustrations to match their own written text • Shows confidence and a positive attitude towards writing 	<ul style="list-style-type: none"> • Shows some knowledge of, and a willingness to use an appropriate process • Writes few simple sentences • Writes legible upper- and lower-case letters in a consistent style • Follows correct punctuation rules • Writes for a variety of purposes 	<ul style="list-style-type: none"> • Presents writing appropriately with correct directionality and spacing • Writes comprehensions and compositions in their own words • Writes short stories • Shows confidence and a positive attitude to writing • Writes increasingly complex sentences

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Visual Viewing and Presenting				<ul style="list-style-type: none"> • Understands that communication involves visual as well as verbal features • Reads a range of signs in the environment • Views and visualizes small songs and stories • Uses body language to communicate and to convey understanding 	<ul style="list-style-type: none"> • Views and visualizes small songs and stories • Understands that communication involves visual as well as verbal features • Attends to visual information showing understanding through play, gestures, facial expression • Gains understanding from watching illustrations 	<ul style="list-style-type: none"> • Understands that words have its meaning • Views and visualizes stories & rhymes • Reads a range of signs in the environment • Uses a variety of implements to practice and develop handwriting and presentation skills • Views and analyses meanings from pictures shown 	<ul style="list-style-type: none"> • Gives presentation in a small group • Reads a range of signs in the environment • Gathers information from variety of source and presents them • Presents a simple book review 	<ul style="list-style-type: none"> • Presents thoughts on real life situations • Gives presentations in a small group • Reads a range of signs in the environment • Understands that communication involves visual as well as verbal features • Presents a simple book review

Science Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Living Things	<ul style="list-style-type: none"> • Takes responsibility for living things found in his or her environment • Describes the life cycles of a variety of living things (for example, a range of animals and plants) 	<ul style="list-style-type: none"> • Observes and describes the characteristics of living and non-living things • Observes the needs of living things that enable them to stay healthy • Reflects on the impact of air on living thing • Identifies the parts of plants that are used by other living things (for example, for food, shelter, tools) • Is aware of the role of plants in sustaining life (for example, providing oxygen, food) 	<ul style="list-style-type: none"> • Compares the life cycles of different living things • Observes and describe the characteristics of living and non-living things • Recognizes that living things, including humans, need certain resources for energy and growth 	<ul style="list-style-type: none"> • Identifies the major food groups and be aware of the role they play in human development • Analyses ways in which humans use the natural Environment 	<ul style="list-style-type: none"> • Assesses the impact that changes in environmental conditions can have on human beings • Makes links between different features of the environment and the specific needs of human beings • Investigates the conservation of energy 	<ul style="list-style-type: none"> • Investigates the conservation of energy • Explores health and safety issues facing children(for example, spread of disease, accidents, Access to health care) • Understands the role of vaccinations • Explores health and safety issues facing children(for example, spread of disease, accidents, Access to health care) • Understands the role of vaccinations • Applies their understanding on healthy lifestyle 	<ul style="list-style-type: none"> • Assesses the impact that changes in environmental conditions can have on living things • Makes links between different features Of the environment and the specific Needs of living things • Describes the interactions of living things within and between ecosystems • Examines interactions between living things and Non-living parts of the environment • Analyzes the effects of 	<ul style="list-style-type: none"> • Identifies the structures of plants and animals that have originated over time • Is aware of the role of genetics in determining physical characteristic • Recognizes the ways in which plants and animals have adapted over time • Recognizes the importance of the fossil record to inform the concept of evolution • Describes the function of different body systems. • Analyzes the connection between the systems

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<ul style="list-style-type: none"> Shows responsibility when caring for plants 					<ul style="list-style-type: none"> changing a link in a food web Investigates the responses of plants or animals to changes in their habitats Analyses ways in which humans use the natural Environment 	<ul style="list-style-type: none"> Recommends ways to keep oneself healthy
Earth & Space	<ul style="list-style-type: none"> Talks about activities that occur during the day and night Compares and observes activities that occur during the seasons Observes the local environment that are affected by daily and seasonal cycles Makes connections between the weather and how to protect himself or herself 			<ul style="list-style-type: none"> Explains why fresh water is a limited resource Identifies water issues and propose solutions for responsible, equitable water use (for example, Desalination) 	<ul style="list-style-type: none"> Recognizes that explorations contributes to scientific developments Investigates and explain how stars are used for navigation Demonstrate an understanding of other methods of navigation (for example, compasses, Satellites) 	<ul style="list-style-type: none"> Assesses the impact that changes in environmental conditions can have on human beings Makes links between different features of the environment and the specific needs of human beings. 	<ul style="list-style-type: none"> Describes how natural phenomena shapes the planet Explores scientific and technological developments that help people understand earth & its environment Identifies regular and irregular events in time that occur on Earth Examines the impact of events that occur on the Earth 	<ul style="list-style-type: none"> Identifies the phenomenon behind evolution of earth Describes the causes of life changes Describes the natural features of local and other environments (for example, underlying geology) Identifies the long-term and short-term changes on Earth (for example, plate tectonics, erosion, floods, deforestation) Identifies the

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<ul style="list-style-type: none"> Identifies simple patterns in daily and seasonal cycles 							<p>evidence that the Earth has changed (for example, land formations in local environment)</p> <ul style="list-style-type: none"> Reflects on the explanation from a range of sources as to why the Earth changes
Matter & material				<ul style="list-style-type: none"> Investigates ways that makes water reusable Reflects on and self-assess his or her personal use of natural resources 		<ul style="list-style-type: none"> Reflects on and self-assess his or her personal use of natural resources 		<ul style="list-style-type: none"> Explains people's responsibility regarding the use of materials from the environment Assesses the benefits and challenges of changing materials to suit people's needs and wants (for example, plastic) Groups materials on the basis of properties Describes how a particular material is used Recognizes that materials can be solid, liquid or gas

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
								<ul style="list-style-type: none"> ● Investigates the ways materials can be changed (for example, metal, sand) ● Applies understanding of basic properties of materials in order to match materials to purpose (for example, waterproofing) ● Recognizes and reports on the environmental impact of some manufacturing processes ● Identifies or generate a question or problem to be explored in relation to human impact on the local environment ● Identifies the difference between physical and chemical

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
								<p>changes</p> <ul style="list-style-type: none"> • Explains how human activities can have positive or adverse effects on local and other environments (for example, waste disposal, agriculture, industry) • Describes observable changes (including changes of state) • Is aware of how to change water into a solid, liquid and gas
Forces & Energy			<ul style="list-style-type: none"> • Investigates the properties of light • Becomes aware of conservation of light energy • Identifies the sources of light 	<ul style="list-style-type: none"> • Identifies and describes different forms of forces • Identifies different types of forces • Explains the impact of forces • Investigates the principles behind forces 	<ul style="list-style-type: none"> • Assesses renewable and sustainable energy sources (for example, wind, solar, water) • Explores the role things in recycling energy and matter • Explores the principle of 	<ul style="list-style-type: none"> • Demonstrates how energy can be stored and transformed from one form to another (for example, storage of fat, batteries as a store of Energy) • Examines ways in which the local 	<ul style="list-style-type: none"> • Suggests areas for future technological advances • Analyzes the ways in which technology supports expressions 	<ul style="list-style-type: none"> • Explains the impact of diet in providing the body with sources of potential energy

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				and its laws <ul style="list-style-type: none"> • Suggests areas for future technological advances 	using technology to provide more work for less energy <ul style="list-style-type: none"> • Suggests areas for future technological advances 	community could be improved in relation to the conservation of energy		

Social Studies

Grade Level Expectations

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Human Systems and economic activities	<ul style="list-style-type: none"> Identifies responsibilities people have in families Identifies types of relationships Makes connection between different relationships Demonstrates ability to apply existing rules and routines to work and play with others 	<ul style="list-style-type: none"> Identifies the communities he or she belongs to (for example, draw and describe picture of the various groups they form a part of Identifies the services and the users of these services in the local community Creates and share his or her own story about being a community member Identifies the contributions Of different members of a community Compare systems within the local 	<ul style="list-style-type: none"> Suggests some suitable Rules and routines for the class 	<ul style="list-style-type: none"> Explains the importance of transportation of goods and services Describes the process involved in manufacturing food Examines ways food products change 	<ul style="list-style-type: none"> Creates graphs and charts to organize and interpret Information Explores a variety of signs and symbols and interpret their messages Identifies the cultural and historical context in which signs and symbols develop Describes the impact of signs and symbols on everyday communication Demonstrates how nonverbal communication allows people to transcend language barriers 	<ul style="list-style-type: none"> Examines the impact of technological advances Evaluates effectiveness of real-life conflict management Documents examples of conflict and Identifies the causes and consequences Examines how the rights of a person in a particular society directly affect their responsibilities Explores issues relating to children’s rights, roles and responsibilities in relation to his or her own and 	<ul style="list-style-type: none"> Analyses information about past technological advances and societal systems Explains how supply and demand are affected by population and the availability of resource Evaluates the equity of different economic systems and marketplaces Reflects on the role of technology in his or her own life. 	<ul style="list-style-type: none"> Works in a group to establish a shared vision and purpose for the class Recognizes the elements of major political systems (for example, monarchy, democracy, dictatorship) Identifies and describe means by which citizens can monitor and influence actions of their governments and vice versa Explores a range of political systems (for example, local, regional, national or

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<p>community to those in other communities</p> <ul style="list-style-type: none"> Recognizes the components of a local community 				<p>other cultures</p> <ul style="list-style-type: none"> Analyzes a variety of sources that describes the risks and challenges that people face Describes how organizations and individuals meet the needs and wants of people Suggests ways in which an individual can overcome adversity Explains the role of images and media in advertising Analyzes how images influence choices Reflects the pros and cons of images used in 		<p>international) and the impact they have on individuals, groups and society</p> <ul style="list-style-type: none"> Lists the positive and negative effects of the government system on society. Examines how the rights of a person in a particular society directly affects the responsibility Explores issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures Analyzes varieties of sources that describes risks and challenges that children face.

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						advertisements <ul style="list-style-type: none"> • Compares the perspective of people on working with images 		<ul style="list-style-type: none"> • Describes how organizations and individuals meet the needs and wants of children. • Suggests ways in which an individual can overcome adversity
Social Organization & Culture	<ul style="list-style-type: none"> • Explores how families influence the individual • Identifies and describe ways that family, groups and community influence personal choices 	<ul style="list-style-type: none"> • Recognizes individual differences and similarities • Identifies and value personal uniqueness • Recognizes and uses personal skills and abilities • Identifies emotions • Recognizes how his or her choices and behaviours affect learning in the classroom (for example, 	<ul style="list-style-type: none"> • Recognizes individual differences and similarities • Identifies and value personal uniqueness • Recognizes and uses personal skills and abilities • Exhibits skills and strategies for organizing his or her time and belongings • Explains how one person's 		<ul style="list-style-type: none"> • Explains why a particular celebration is important in his or her own life • Identifies the source of beliefs 		<ul style="list-style-type: none"> • Identifies and describes the features of different religions • Interprets cultural beliefs and values using the evidence provided by rituals, traditions and artifacts • Describes advantages and disadvantages of cultural and individual diversity • Reflects upon 	<ul style="list-style-type: none"> • Explores how cultures may have certain expectations of how to act and dress, and the ways this may differ according to private and public contexts • Explains the role of world leaders • Identifies world leaders and their roles • Identifies the qualities of leadership

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<p>respond to various picture and story prompts</p> <ul style="list-style-type: none"> • Values and learn to respect the feeling and respond to the feelings experienced by others 	<p>actions can impact others</p> <ul style="list-style-type: none"> • Recognizes his or own feelings 				<p>how beliefs affect the individual and society</p>	<ul style="list-style-type: none"> • Expresses the ways leaders have impacted the society
Continuity & Change through Time	<ul style="list-style-type: none"> • Discusses with classmate about family members • Uses primary sources (such as parents and grandparents) to identify roles of family members 		<ul style="list-style-type: none"> • Identifies changes he or she has undergone from birth to present (for example, discuss with classmates what changes their families have undergone in their lifetimes) demonstrate a positive attitude towards learning 	<ul style="list-style-type: none"> • Locates on a globe or map his or her place in the world, and its relationship to various other places • Explores the evidence that helps people learn about places and their inhabitants • Explains the relevance of various inventions 	<ul style="list-style-type: none"> • Analyses how available technology influences people’s abilities to navigate • Demonstrates an understanding of methods of navigation (for example, stars, compasses, satellites). • Explores a variety of signs and symbols and interpret their messages • Identifies the cultural and historical context 		<ul style="list-style-type: none"> • Constructs visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) - religions, civilization, technology • Represents people, events and places chronologically • Explores scientific and technological developments that help people understand and respond to the universe 	<ul style="list-style-type: none"> • Assesses which aspects of past evolution have had the most impact on the present day, using evidence from a variety of sources • Identifies reasons why people migrate • Identifies the long-term and short-term effects of migration • Compares and contrast two or more different human

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
					in which signs and symbols develops		<ul style="list-style-type: none"> • Predicts societal and technological changes in the future. • Reflects on the influence of the arts and technology in expressing ourselves • Describes the impact of communication technology on everyday communication 	<p>migrations</p> <ul style="list-style-type: none"> • Analyses ways that people adapt when they move from one place to another • Explains migration over a period of time • Assesses settlement patterns and population distribution in selected regions, areas or countries
Human & natural Environment				<ul style="list-style-type: none"> • Analyses ways in which humans use the natural environment. 	<ul style="list-style-type: none"> • Demonstrates how nonverbal communication allows people to transcend language barriers 	<ul style="list-style-type: none"> • Uses a variety of resources and tools to gather and process information 	<ul style="list-style-type: none"> • Identifies and describe examples in which technology has changed the lives of people • Examines the impact of particular technologies on sustainability • Identifies the evidence that 	<ul style="list-style-type: none"> • Analyses ways in which humans use the natural environment.

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
							<p>the Earth has changed (for example, land formations in local environment)</p> <ul style="list-style-type: none"> • Explores scientific and technological developments that help people understand and respond to the changing earth • Uses a variety of primary and secondary sources to investigate the ways that humans respond to the Earth's changes 	
Resources and the environment			<ul style="list-style-type: none"> • Analyses the reasons for different services in place in a community • Gathers data (for example, survey) in order 	<ul style="list-style-type: none"> • Discusses what is meant by a "limited resource" • Identifies or generates a question or problem to be explored in 	<ul style="list-style-type: none"> • Reflects on his or her own strategies in dealing with situations of personal conflict • Practices techniques of 	<ul style="list-style-type: none"> • Explains how human activities can have positive or adverse effects on local and other environments (for example, 	<ul style="list-style-type: none"> • Explains people's responsibilities regarding the use of resources from the environment 	

	Nursery	K1	K2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
			<p>to identify current and future needs to support the community</p> <ul style="list-style-type: none"> • Applies their knowledge to plan services for the local community. 	<p>relation to human impact on water</p> <ul style="list-style-type: none"> • Describes the natural features of local and other environments • Explains the different roles of people in the recycling process • Explains the relevance of various invention • Develops criteria for ethical practices regarding products and services • Reflects on and self-assesses his or her personal use of natural resources 	<p>mediation and negotiation within the class and/or school community</p>	<p>agriculture, industry)</p>	<ul style="list-style-type: none"> • Creates a list of practices that could be used to maintain natural resources at home and in school • Critiques the methods of waste management in his or her immediate environment • Reflects on and self-assesses his or her personal use of natural resources 	